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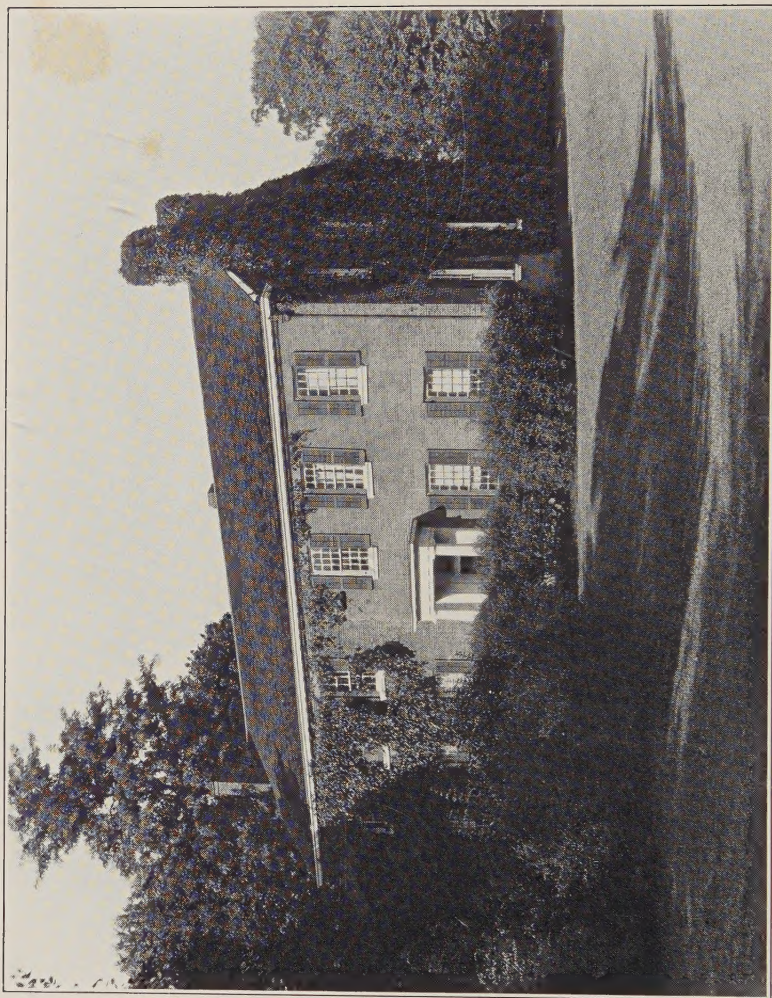
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ILLINOIS COLLEGE



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BEECHER HALL (1829)
The Oldest College Building in Illinois.

ILLINOIS COLLEGE

A Centennial History

1829-1929

By

CHARLES HENRY RAMMELKAMP

PRESIDENT OF THE COLLEGE SINCE 1905



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WILSON
JAN 1929

TO MY WIFE

*Without whose cheering encouragement and practical help
I could have accomplished little for Illinois College.*

PREFACE

IT was not long after I came to Illinois College as Professor of History and Political Science that I began to realize that the College had a history which was not only interesting but of some real importance in the general story of the development of education and culture in the Middle West. The sketch of that history in the interesting *Autobiography* of President Sturtevant whetted my appetite for more knowledge and when, through the kindness of Dr. Sturtevant's family and of other friends of the College, I came into possession of hundreds of private letters throwing light on the history of the institution and its relation to the progress of learning in the pioneer state of Illinois, I became convinced that the whole story ought to be told. And so for many years, as opportunity offered, I have sought refuge from the pressing and often harassing duties of a college president by delving among the records of the past century. I venture to present this *Centennial History of Illinois College* as my personal contribution to our Centennial Celebration.

What the future may have in store for the College we do not know. Important changes in higher education seem to be impending in America. The part which institutions like Illinois College will play in working out the new problems confronting us, only the future years can disclose. One thing, however, is certain—no one can tell the story of the beginnings and early history of higher education in the Middle West without taking account of the contributions made to that development by Illinois College.

My thanks are due to many alumni and friends who have given assistance in the preparation of this volume. The number of those who have kindly sent me their "reminiscences" and donated or loaned letters or photographs of value is so large that I cannot mention them all by name. No single person has

read the entire manuscript, but I gratefully acknowledge the suggestions and criticisms offered by several friends who have read various chapters regarding which they had special knowledge—among them Julian M. Sturtevant, Jr., '54, George M. McConnel, '53, William D. Wood, '72, Edward Capps, '87, Clarence E. Carter, '05, John M. Clapp and Professor John Griffith Ames; nor would I forget the interest of the Board of Trustees who generously helped to solve some of the financial problems connected with the publication of this volume.

C. H. R.

Old Mission, Michigan,

August 1, 1928.

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ILLINOIS COLLEGE

CHAPTER I

A NEW MISSIONARY ARRIVES

WHAT HE FOUND ON THE ILLINOIS FRONTIER

ONE day in the early fall of 1825 a new missionary wandered into the old town of Kaskaskia, Illinois. "Tall and athletic" in stature and "of very dignified and commanding presence," he must have attracted some attention. Although fresh from an eastern seminary, he was not exactly a young man, for he had learned and practiced the trade of a tanner even before he entered Dartmouth College, and was already past thirty when he was ordained to the ministry in the Old South Church, Boston. It must therefore have been an irresistible call to service for his fellow men and the Kingdom of God that compelled him to give up a very profitable tanning business in order to become a poor missionary.

Although Illinois College was not founded by any single individual, it was this itinerant missionary, John Millot Ellis, who started the movement which led to the founding of the College.¹ Born in Keene, New Hampshire, in 1793, Mr. Ellis like most New England boys had spent his early days on a farm. It is not surprising also to learn that his father and mother were people of deep piety. However, another condition which usually went with New England piety and farming apparently did not characterize the Ellis family—it was not a poor family, for the father is described as a man in "comfortable circumstances." In college young Ellis seems to have made a good, although perhaps not a remarkable record. His seminary course having been completed at Andover, he set out for

¹ See J. M. Sturtevant's acknowledgment in his Address at Morgan Co. Old Settlers Reunion, Aug. 17, 1874, 14.



JOHN MILLOF ELLIS

the West as an agent of the United Domestic Missionary Society which soon became the better known American Home Missionary Society.²

When Ellis arrived at Kaskaskia, Illinois had been enjoying the privileges of statehood barely seven years. It was still a part of the frontier of the United States. Roughly speaking, only the southern half of the state had been even sparsely settled, the northern half being still an almost unbroken wilderness from which the Indian tribes had not yet been banished. At the time of the admission of the state, the population was about 40,000, the northern limit of settlement being an irregular line running in the west a little north of Edwardsville and Alton. By 1830, or five years after the arrival of Mr. Ellis,

the population had quadrupled and the line of settlement had moved further north as shown on the accompanying map. With the exception of those interesting and easy-going descendants of the old French colonists, who were still to be found at such spots as Kaskaskia, Prairie du Rocher, and Cahokia, most of the early settlers had come from the South especially from Ken-



From the *Centennial History of Illinois*.

By courtesy of the Illinois Centennial Commission and
A. C. McClurg & Co.

² This sketch of Mr. Ellis is based on a "Memoir" in the *Presbytery Reporter*, Sept., 1859, by the Rev. David Dimond.

tucky, Virginia and Tennessee. A few "Pennsylvania Dutch" seem also to have settled in the region, but by 1825 people from New England and New York likewise began to come to Illinois and the stream from that direction was destined soon to increase in volume. The Easterners came mostly to the northern part of the state and seemed more inclined than the Southerners to gather in small villages and towns. The "Yankees," as they were usually called, were not always popular among their fellow settlers from the South. They seemed more intent on business and were a little less hospitable than their neighbors.³ It was this eastern element, as will soon be observed, that gave a strong impetus to the movement for improving the educational facilities on the frontier.

Both the Ordinance of 1787 and the Enabling Act for Illinois recognized the importance of education. "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged" declares the familiar clause in that ordinance which established certain great principles for all the states of the Northwest Territory. And it will be remembered that when Congress came to make provision for disposing of the vast acres of public land in this Northwest region, it provided that one section of land in each township should be set aside for the support of public schools. Furthermore in each of these states carved out of the Northwest Territory, one or two entire townships were reserved by Congress for the support of a college, or, as it was called in the case of Illinois, a "seminary of learning." It is likewise interesting and significant that the Illinois Enabling Act, instead of setting aside the usual 5 per cent of the proceeds of federal land sales for roads and canals, directed that 3 of the 5 per cent should be used "for the encouragement of learning."

The study of these documents might lead one to conclude that the road to learning in early Illinois was an easy one. However, it must be conceded that noble principles and good intentions solemnly proclaimed in fundamental laws do not of themselves at once provide schoolhouses and teachers, and so notwithstanding these great declarations, the frontiersmen of

³ E.g., see Patterson, R. W., *Early Society in Southern Illinois*, 4-6.

Illinois experienced many difficulties in educating their children. Indeed many of them were not particularly concerned about the education of their children, for they were too fully occupied with the stern struggle for existence to think about such things. As late as 1829 a law which provided for state aid to schools was repealed and it was even voted a little earlier that no man should be taxed for the maintenance of schools "unless he first gave his consent in writing." Public schools were for a long time unknown and therefore if an ambitious parent wished his children to have even a rudimentary education, he must place them under the care of a private tutor or in some private school. One of these schools was opened in Kaskaskia as early as 1817 and a few may have been established still earlier. When John Mason Peck, the well-known Baptist pioneer, visited the site of Upper Alton in 1819, he found there "a school of some twenty-five or thirty boys and girls taught by some backwoods fellow."⁴ As a rule no instruction beyond the three R's could be obtained in these early schools. Conditions improved somewhat as people began to settle in towns and villages, but educational opportunities in 1825 were still very scant. Robert W. Patterson, an alumnus of Illinois College who was graduated in the class of 1837 and who received his preparation for college in these pioneer private schools, has given us his impression of them in the following words:

During the early history of Illinois, schools were almost unknown in some neighborhoods, and in the most favored districts they were kept up solely by subscription, and only in the winter season, each subscriber agreeing to pay for his children *pro rata* for the number of days they should be in attendance. The teacher usually drew up articles of agreement, which stipulated that the school should commence when a specified number of scholars should be subscribed at the rate of \$2, \$2.50, or \$3 per scholar for the quarter. In these written articles he bound himself to teach spelling, reading, writing and arithmetic as far as the double rule of three. Occasionally a teacher would venture to include English grammar. But in the early years of my youth I knew of no teacher who attempted to give instruction in grammar or geography. And such branches as history, natural philosophy, or astronomy were not thought of. Many parents were unwilling that their

⁴ de Blois, A. K., *The Pioneer School*, 22.

children should study arithmetic, contending that it was quite unnecessary for farmers. And what was the use of grammar to a person who could talk so as to be understood by everybody? I studied English grammar and all the later rules of arithmetic when about twelve years old without the aid of a teacher, and geography at a later age, when I had begun to prepare for college.

The mode of conducting schools was peculiar. All the pupils studied their lessons by spelling or reading aloud simultaneously, while the teacher usually heard each scholar recite alone; although in the opening of the school, a chapter of the Bible was read by the older scholars by verses, in turn, and at the close in the evening the whole school, except the beginners, stood up and spelled words in turn, as given out by the master.⁵

Newspapers, like schools, were few and lived a precarious existence. The pioneer had more urgent things to do than to publish or even read them. Had it not been for the financial support derived from state and federal treasuries for the publication of laws and other official documents, it is doubtful whether any newspapers could have survived. The discussion of the slavery question connected with the proposed constitutional convention of 1824, stimulated an interest in newspapers and led to the establishment of one or two short-lived papers, in addition to those which had been started earlier. In the year of Ellis's arrival three or possibly four papers were in existence, and these occasionally furnished an opportunity to the early teachers, ministers and scholars to publish something that might help to promote civilization on the frontier. The *Illinois Reporter* which in 1826 had succeeded the *Kaskaskia Republican*, for example, gave Mr. Ellis a chance to publish a few articles on the educational needs of the state. It is of interest also to recall that Thomas Lippincott, one of the founders of Illinois College, was for a time an editor of the *Edwardsville Spectator* and that another early trustee of the College, James Hall, edited at different times both the *Illinois Gazette* and the *Illinois Intelligencer*. Mr. Hall who had come to the West from Pennsylvania was perhaps the leading "literary light" on the Illinois frontier.

The missionary on the American frontier was a pioneer not

⁵ Patterson, R. W., *Early Society in So. Ill.*, 23, 24.

only of religion but of education and civilization as well. Mr. Ellis belonged to a new band of educated ministers of the gospel who had heard and heeded the call from the western country. The earliest backwoods preachers, although often men of power among the pioneers, were not usually men of much learning. Peter Cartwright, that picturesque pioneer preacher, once remarked that he was glad he had not spent four years rubbing his back against the walls of a college. These men depended more upon a vociferous than an intelligent appeal. Mr. Patterson, the alumnus already quoted, refers in his very interesting description of "Early Society in Southern Illinois" to a pioneer minister who had great difficulty in reading the Bible and for whom he himself often read the text. Governor Ford has also drawn an entertaining picture of the backwoods preachers. "As many of these preachers were nearly destitute of learning and knowledge," he remarks, "they made up in loud hallooing and violent action what they lacked in information. And it was a matter of astonishment to what length they could spin out a sermon embracing only a few ideas."⁶ And yet as Mr. Ford admits, these preachers were of "incalculable benefit to the country." With Ellis, however, a different class of missionaries came upon the scene—young men who had received good educational advantages in the East, who might have gone into some of the best churches of that section but who preferred to leave these comfortable berths and endure the hardships of the frontier.

The older group of backwoods preachers were inclined to look with jealous eyes at the new missionaries who began to come to the Illinois frontier in the late twenties and early thirties. They feared that "they were now about to be superseded . . . and thrown aside for nice, well dressed young men from college, whom they stigmatized as having no religion in their hearts, and with knowing nothing about it, except what they learned at school."⁷ However the personal histories of these new men proved them to be fully as religious as the earlier group and hardly a single step removed from them in the pioneering spirit. Like their forerunners they travelled to and fro over the face of the country, now along the narrow trails

⁶ Ford, *Hist. of Ill.*, 39, 40.

⁷ *Ibid.*, 92.

through the primitive forests and again over the trackless prairies. "In passing from Springfield to Hillsboro, I swam two creeks with my horse in the winter season" writes Mr. Ellis to his friends in the East and then in order not to discourage any of his timid eastern friends, he hastens to add, "This and other like trials and exposures are no more than lawyers, judges and all men of business are occasionally exposed to; and if one cannot do as much for the souls of men, how can he be called a missionary of the Cross." Mr. Brich, the founder of the Presbyterian church at Jacksonville, was frozen to death as he tried in the dead of winter to cross a wide prairie on horseback.⁸ The denominations represented in Illinois at the time of the arrival of Mr. Ellis included chiefly the Roman Catholics, Methodists, Baptists and Presbyterians. To these were added a sprinkling of Episcopalians, Lutherans, Cumberland Presbyterians, and, somewhat later, also Disciples, or Campbellites, as their competitors liked to call them. It was a long time before separate buildings for religious purposes were built, the services usually being held in private homes or occasionally in a courthouse or school building. As late as the summer of 1831 when the Presbyterian meeting-house was dedicated in Jacksonville, Mr. Ellis could write to his eastern friends "no other Protestant church is finished with pews in the state."⁹ Furthermore the funds for the construction of these simple meeting-houses had to be secured in large part from eastern friends for the pioneers were too poor or too little interested to pay for them. For example over one-third of the money paid for the simple Jacksonville meeting-house was obtained from friends in Philadelphia, New York and Boston.

Such was the field to which the founders of Illinois College came. They came, as their story will tell, not only to found a college, but to promote the general moral, religious and educational progress of the frontier state.

⁸ *Presbytery Reporter*, Sept., 1852, 49; Sept., 1859, 642.

⁹ *Ibid.*, Sept., 1859, 644.

CHAPTER II

THE FOUNDATIONS LAID

THE "YALE BAND" FINDS ITS OPPORTUNITY

MR. ELLIS had not been long in Illinois before he saw the urgent need of better educational facilities for the settlers. Indeed, the educational needs of the new country rested almost as heavily as the religious emergency upon his conscience. He realized, as have many other missionaries, that there can be no substantial progress in morality and religion without adequate educational opportunities. Therefore, almost from the beginning of his labors among the pioneers of the West, he urged that some kind of higher school, or "seminary of learning," should be established. As he journeyed to and fro over the prairies, preaching to struggling churches and visiting the homes of the pioneers, he lost no chance to emphasize this great need. In the year 1827 a series of articles on "Education at the West" appeared in the *Illinois Reporter*, published at Kaskaskia. One of these articles contained an outline of a plan by Mr. Ellis for a seminary of learning. Some details of the plan deserve mention, showing as they do the views of Mr. Ellis, and forecasting certain policies which became a feature of the College, later established. A kitchen garden, for example, was to be connected with the proposed school and students were to be permitted to pay part of their expenses "in produce." Furthermore, "cotton, tobacco, hemp, fruit trees and, as soon as possible, silk and the vine" were to be cultivated as well as ordinary garden produce. Each student was to be entitled to a "suitable patch of ground, to be entirely under his own management, and its avails to be at his own disposal." Even a savings bank was to be a part of the scheme, "so as to give the best encouragement to a spirit of industry." The outline of the course of studies indicated that the higher branches of mathematics, natural philosophy, rhetoric, history, moral and intellectual philosophy and political economy were to constitute a part of the curriculum. The ancient classics were to be included, but evidently it was not

expected that much could be accomplished at once along this line. Thus, the education provided was to be not only theoretical, but also practical. Nor is it to be overlooked that the plan also contemplated some provision for the education of girls, or "females" as they were then usually called.¹

Of all the early settlers the people who had gathered in various settlements along Shoal Creek in Bond County seemed to manifest the most interest in the educational dream of Mr. Ellis. Here he found more encouragement than elsewhere. In fact these settlers were ready immediately to coöperate with him in an effort to establish the seminary of learning. They had his plan printed and began to solicit subscriptions. By the time of the fall meeting of presbytery, enough money had been subscribed to give great encouragement to the Kaskaskia missionary. The friends of learning at Shoal Creek had even gone so far as to organize a board of trustees and adopt a name for their proposed institution. It was to be called the "Fairfield Literary and Theological Seminary."

According to Presbyterian ecclesiastical arrangements, at that time Illinois belonged to the presbytery of Missouri and both Illinois and Missouri were a part of the synod of Indiana. Perhaps fortunately for the plans of Mr. Ellis and the Shoal Creek enthusiasts, presbytery met that fall of 1827 in Edwardsville, Illinois. A committee consisting of Mr. Ellis, the Rev. Salmon Giddings of St. Louis, the Rev. Hiram Chamberlain and elder Thomas Lippincott were appointed to confer with the trustees at Shoal Creek, and to report to presbytery the next spring.

In due time the committee, or at least two members of it, Ellis and Lippincott, held a conference with the Shoal Creek trustees. The latter were anxious to push forward their plans and commence at once the actual construction of a building, but fortunately a few other friends, including especially Samuel D. Lockwood, then a justice of the supreme court of the state, advised the committee not to commit itself definitely regarding a site for the proposed college until conditions in other coun-

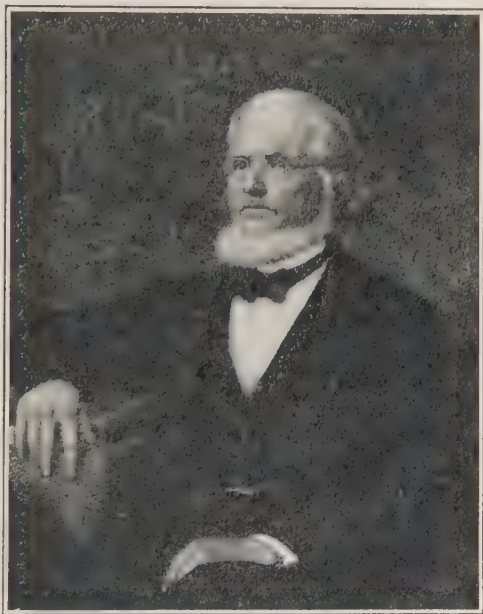
¹ Abstract of plan is found in a manuscript history of the founding of Illinois College prepared at the request of the trustees by Thomas Lippincott. I am indebted to this manuscript for many of the facts in this chapter.

ties further north were investigated. Mr. Ellis and Mr. Lippincott took this advice and accordingly in January, 1828, began a tour of investigation through the counties of Greene, Morgan and Sangamon.

The travelling companion of Mr. Ellis on this interesting journey deserves a further word of introduction. Thomas Lippincott had come to

Illinois in the year of the admission of the state into the Union.

He was a real pioneer. Born of Quaker parents in Salem, New Jersey, in 1791, Lippincott had begun his career in the East as a merchant's clerk. Having settled in Philadelphia, he responded to the call for volunteers when that city was threatened by the British in the War of 1812. Later he removed to Sullivan County in southeastern New York and it was from the little



Thos Lippincott

town of Lumberland in this region that he set forth late in October, 1817, to seek a new field of labor on the western frontier. Even if he had started alone on this long and, especially at that time of the year, difficult journey, the trip would have been noteworthy, but as a matter of fact he sallied forth with a wife and a babe of only fifteen weeks. St. Louis, where he had a brother, was the destination of this migrating family. The journal which Mr. Lippincott kept furnishes an interesting and at times a rather harrowing, picture of the experiences of this father and mother and babe in making their perilous way first by wagon over the snow-covered mountains of Penn-

sylvania, then down the ice-bound Ohio on a Monongahela flat-boat and again by wagon across the muddy and frozen prairies of southern Illinois. That the delicate wife should have survived such a journey is remarkable, but that the babe survived seems almost incredible. After a brief experience in St. Louis as a copyist or clerk, Lippincott went across the river and in partnership with a St. Louis lawyer opened a general store at Milton, Illinois, under the firm name of "Lippincott and Company." This particular Milton has since disappeared from the map, but it was then a little settlement, with two sawmills, a flour mill and a distillery on Wood River about four miles from the site of Alton. Storekeeping was not, however, the main interest of Mr. Lippincott. The moral and religious welfare of his fellow men was his chief concern. His ability, forceful personality and unselfish spirit of service soon won for him a certain degree of prominence on the Illinois frontier. In 1822, for example, he became clerk of the state senate, meeting for its second session at the new capital of Vandalia. It happened to be the historic session when the pro-slavery party laid plans to make a slave state out of Illinois by an amendment of the constitution. Lippincott played an important part in this controversy both in the legislature and in the appeal to the voters which led to the defeat of the convention project of 1824. Furthermore in the year in which Ellis arrived in Illinois, Lippincott became the editor of the *Edwardsville Spectator*, the influential but short-lived anti-slavery newspaper, already mentioned.²

Where in the region covered by the counties of Greene, Morgan and Sangamon could the most attractive site for a college be found? Where were the people most interested and enthusiastic? Where was the best prospect of future growth and progress? As the conferences and discussions proceeded, the plans of Mr. Ellis became more definitely settled. Subscription papers were printed with an outline of the plan at the top of the blank. The property of the school was to be divided into ten-dollar shares—each subscriber to that amount becoming a

² See "Biographical Sketch," by the Rev. A. T. Norton in *Presbytery Reporter*, Jan., 1870, and A. T. Norton, *Hist. of the Presby. Church in Illinois*, 147-152.

stockholder, and every share entitling its possessor to a vote for trustees. Furthermore on the subscription blank could be indicated first, second, and third choices of a location, and "in what payment is to be made"—cash, produce, or labor. Although most emphasis was still placed on elementary and secondary branches, the idea of a higher institution seems more distinct than in the earlier plans, even theology, agriculture, and "perhaps some branches of mechanics" being included in the revised scheme. The public was assured that "everything will be done to make the institution worthy of the patronage of an enlightened and free people" and a realization of the "best wishes of the people in this rising country, for the education of our youth." Nor was the education of women forgotten in the revised plan. "A department for female education" was also to be provided until a separate girls' school could be established. In view of this recurring manifestation of interest in the education of women, it is not surprising that both Mr. Ellis and his wife later played an important part in founding the Jacksonville Female Academy.

Travelling must have been difficult at the time of the year when these two men went about the country looking for a site on which to establish a college. As Lippincott remarks in his very interesting account of the tour, the early settlements through which they passed "were yet in the gristle and thinly scattered along the road." Without paying serious attention to any of them except Carrollton, they pushed on towards Jacksonville, where Mr. Ellis was to preach on the approaching Sabbath. After a Saturday night spent at the hospitable home of Thomas B. Arnett on the south side of Sandy Creek, they resumed their journey. "It was a bright, a splendid morning. The winter rain had covered every twig and blade of prairie grass with ice, . . . and Diamond Grove," in the words of Mr. Lippincott, "might almost have been fancied a vast crystal chandelier." It was to the congregation of the first Presbyterian Church of Jacksonville, organized the previous summer by the Reverend John Brich,³ that Mr. Ellis preached that morning, as it met in the home of Judge John Leeper about a mile south

³ *Presbytery Reporter*, Sept., 1852, 49.

of the town. The committee spent several days in the little village, and the courtesy extended to them and the interest shown in their plans by such men as Judge Leeper, Dennis Rockwell, Ero Chandler, Dr. H. G. Taylor and William C. Posey made a decidedly favorable impression on them. Several attractive sites, in addition to the one where the College is now actually located, were examined, and in particular a knoll on the Mound Road, a mile or two west of Jacksonville, where Mr. Lippincott, impressed with the beauty of the spot, believed the school should be located. While sojourning in Jacksonville the committee was entertained in the home of Mr. Rockwell, "the largest, most commodious, most finished house in the place, built of unhewn logs; externally rough and black as the soil itself, but internally neat and comfortable, being distinguished as containing several distinct apartments."

The next town visited was Springfield. Here such citizens as Dr. Gershom Jayne, Dr. John Todd, Elijah Iles and Pascal P. Enos gave encouragement to the project. However, the recollection of "the charming hills" of Jacksonville lingered in the minds of the committee, and Springfield seemed to "furnish no parallel." The committee now parted, Mr. Lippincott leaving his companion at Springfield to make further investigation there. In a few days Mr. Ellis was back at Jacksonville, and as he went out again about a mile from town to view "the hill at Wilson's Grove," the present College Hill, he was more firmly convinced than ever that the school ought to be established on that site. With characteristic decision and promptness he made a contract for the purchase of this tract of land. Apparently the citizens of Jacksonville had given him assurance of enough support to justify the purchase of the land at Wilson's Grove.

It was not long before the time came when the committee must make its report to the spring meeting of presbytery convening on this occasion in St. Louis. The original manuscript report is still among the archives of the College. It is signed, however, only by Ellis and Lippincott; Giddings had died and Chamberlain, the other member of the committee, refused to sign. A definite recommendation was made in favor of establishing the proposed school at Jacksonville. Of course the committee was obliged to explain and defend its action in widening

the scope of its investigation and in assuming a considerable degree of authority. It had certainly gone much further than to confer with the trustees of the proposed Fairfield Seminary at Shoal Creek. The friends of the enterprise were naturally anxious to have the support of presbytery. The latter's endorsement would at once give the project a standing among people in both the West and East, which it otherwise could hardly secure. However, presbytery refused to give its endorsement. Mr. Chamberlain, the member of the committee who had refused to sign the report, strongly opposed the whole enterprise in open debate. The reason for the opposition to such a worthy movement was explained by the fact that it was proposed to establish the seminary "on the wrong side of the river."

Although disheartened, Mr. Ellis, it need hardly be remarked, was not the kind of a man who easily gave up. Presbytery might refuse its support, but it could not in that way thwart the enterprise. As his chief fellow worker remarks, Mr. Ellis's "hope was in God and cheered by a word of encouragement from his friends, he proceeded in the work." Since the location had now been definitely determined by him, he prepared a new subscription paper, in which it was set forth that the institution was to be located "within five miles of Jacksonville in Morgan County," and proceeded to secure subscriptions on this basis. This document, in the handwriting of Mr. Ellis, dated May 1, 1828, yellow and brittle with age, is still in existence. The subscription list bears eloquent testimony to the interest of all classes, both rich and poor in the enterprise. At the head of the list is the subscription of William Collins of Collinsville for \$300 in "cash and materials" made on condition that the school be established in Morgan County and that "the citizens of the county support it liberally," and \$50 in books for the theological library. The second subscriber was his daughter, Eliza Collins, who promised \$50 in theological books, making a total of \$400 from the Collins family, the largest subscription on the list. The amounts ran down from that sum to \$5 "in wheat." The total subscription amounted to \$1,913 and two tracts of land. However, only \$785 was payable in cash, the balance being payable in labor or materials of

being described. Payments to be
 made by subscription at a monthly
 rate. After the first day of Dec-
 mber next it shall be directed to
 the trustees. May 1. 1825
 To Wm. Solley Cashier of the Comm-
 all contributions of one hundred dollars
 each - provided for in August 25
 and the action of the committee shall be
 it liberally. A Co.
 Fifty Dollars in cash to the Trustees
 18th April 1825 the subscription is open

Elias Solley put in money in weekly pay
 the Theol. College \$300 + 50 + 50 = \$400.00
 Thomas H. Smith 20.00
 George Smith 10.00
 1 Samuel D. Lockwood \$50 cash \$30 books = 130.50
 1 Wm. Thomas - cash 20.00
 1 John Dwyer \$50 produce in cash \$25.00
 1 Geo. Chandler \$50.00 cash 50.00
 1 Dennis Rockwell cash 50.00
 1 H. E. Smyth - in produce \$50 cash 80.00
 1 Benjamin Mills \$100 in cash 100.00
 1 Dennis Dwyer in produce 10.00
 1 Joseph H. Smith cash 20.00
 1 Wm. Smith \$10 in smith work 15.00
 1 Daniel H. Smith in labor 20.00
 1 Daniel Smith \$20 in cash 20.00
 1 George Camp and others cash 10.00
 1 and ten in produce 10.00
 1 Geo. H. Richards \$20 cash 20.00
 1 Montgomery Elton \$10 in cash 10.00
 1 John Riggs \$40 in produce 40.00
 1 Stephen Evans \$20 in produce 20.00
 1 John Brown \$10 cash 10.00
 1 Daniel Smith \$10 cash in cash 10.00
 1120 1825

various kinds. The second largest subscription was that of Samuel D. Lockwood, — \$130, of which \$50 was to be in cash and \$80 in books. Benjamin Mills gave \$100 in books. H. G. Taylor gave \$10 in produce and \$50 in cash;

M. Johnson, \$15 in smith work; James Means, \$20 in labor and produce; Montgomery Pitner, \$10 in wheat; Elias Williams, \$5 in trade; Pely Sweet, \$10 in cattle or wheat; John Savage, \$10 in carpenter work; Peter Savage, \$30 in hauling or produce.

Since Mr. Ellis proposed to have a theological school in his seminary of learning, the refusal of presbytery to give its endorsement was particularly embarrassing. Something had to be

done in order to create confidence in the orthodoxy of the institution. To secure this result it was now proposed that the professors of theology should be "chosen by the Presbyterian clergymen within the state who are in connection with the General Assembly of the United States." The new revision of the plan also contained the names of a Board of Trustees to whom subscriptions were to be payable. The board consisted of the following: Samuel D. Lockwood, John Leeper, Hector G. Taylor, Ero Chandler, Dennis Rockwell, William C. Posey,

Enoch C. March, Archibald Job, Nathan Compton, John Allen of Greene County, James McClung of Bond County, John Tillson, Jr., of Montgomery County, John Todd of Sangamon County, and William Collins of Madison County.

While actively engaged in prosecuting these plans Mr. Ellis was called to the pastorate of the recently organized Presbyterian church of Jacksonville. The change of pastorates must have been of great advantage to him in his ambitious project. Near the end of November, 1828, a meeting of the trustees was held in Springfield. Seven of the above-mentioned men were present and they chose Mr. Lockwood, Chairman, and Dennis Rockwell, Secretary. Several steps taken at this meeting indicate further progress in the execution of the great plan. A committee of three, Posey, Taylor and Rockwell, was appointed "to collect and purchase materials for erecting a two story brick building, with a stone foundation, not exceeding fifty by thirty six feet." Proposals for erecting the building were invited. Since Mr. Tillson was planning to go east in the near future, he was authorized to receive subscriptions from friends in that quarter, and Mr. Ellis drew up an address "to the friends of science and religion" which Mr. Tillson might take with him.⁴

The scene now shifts. While Ellis and his friends were laboring in the West, a group of young men at far-distant Yale in the East were wondering how they might make their lives count for something worth while in the world. How these two groups ultimately joined hands in the cause of education and religion is, indeed, an interesting story. Nor is it strange that some believed Divine Providence itself guided these two groups into a happy and fruitful union. Illinois College certainly could not have been founded without the help which came from the East. Whether it is the pioneers who were first on the ground or those who came a little later to whom most honor is due, who shall say? It is the function of the historian not to distribute honors, but to tell the story.

A strong and growing interest in the cause of home missions was just then manifesting itself among the students in the

⁴ Records, meeting of Nov. 27, 1828. Ellis's "address" is also in this record book.

theological seminary at Yale College. The West was attracting from year to year an increasing number of settlers, and these young students realized, as did many others, that the new country beyond the mountains was destined to play an important part in the history of the United States and they felt, in spite of their youth, a grave sense of responsibility for the welfare of the region. "There was hope that if churches and schools kept pace with the tide of migration and these vast solitudes



"OLD YALE"

From a print loaned by Yale University.

were presently filled with an intelligent and Christian population, our country would become a blessing to the whole earth."⁵

Among the seminary students there existed a "Society of Inquiry Respecting Missions," and one evening late in November, 1828, one of its members, Theron Baldwin, read an essay on "The Encouragements to Active Individual Efforts in the Cause of Christ . . .," which seems to have aroused great interest among his friends. Two years previously young Baldwin had made a trip to Canada, where an elder brother had died in the midst of his missionary labors. The experiences of that

⁵ Sturtevant, J. M., *Autob.*, 134.

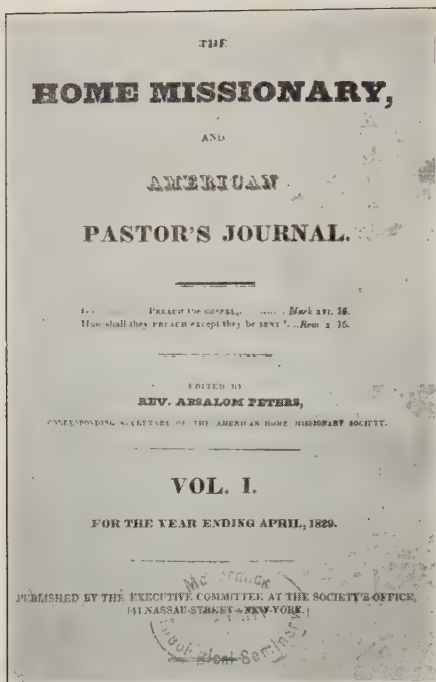
journey had made a deep impression upon his mind and inspired him that evening to make a forceful address to his fellow students.⁶ "Returning to his room after the meeting that night, Mr. Baldwin fell in with his college classmate, Mason Grosvenor," who had been pondering for some time upon a certain missionary and educational scheme. Grosvenor outlined his ideas to his friend and these suggestions became the basis of a new association among the divinity students of Yale, which proved the chief factor in the founding of Illinois College.

Briefly stated, Grosvenor's idea was to combine religion and education, to form an association whose members should pledge themselves to go out to one of the new western states or territories and there establish an institution of learning. All members of the association were to coöperate for the welfare of the proposed college, some as teachers in the school, and others as missionaries, working in their respective communities, preaching the gospel, establishing churches and Sabbath schools and sending promising young men to the college. It was a happy thought and a well-conceived plan. Missionary enterprises often accomplished little because the efforts were so isolated and spasmodic. Furthermore such a plan as Mr. Grosvenor proposed would attract men who might otherwise hesitate to go alone to the frontier. That this young enthusiast had conceived a stimulating and fruitful idea is proved by the organization of similar associations elsewhere, as, for example, the Iowa Band of Andover, and by the large and beneficent results achieved by these associations in promoting the higher life of the West.

As the plan was suggested to various fellow students, it met with hearty approval. But to what particular locality should they go? Grosvenor almost immediately busied himself trying to find an answer to that question and in order to get further light turned to *The Home Missionary*, a recently established religious periodical.

It was natural for him to look to this journal for suggestions, since its aim was especially to promote the cause of home missions, and its pages were, therefore, frequently given over to reports and letters from missionaries laboring on the western

⁶ Sturtevant, J. M., *Theron Baldwin*, 12-15.



field. Grosvenor's attention was especially attracted by a letter in the current number written by the Rev. J. M. Ellis and dated Jacksonville, Morgan Co., Illinois, Sept. 25, 1828. It told of the encouraging prospects in the little Presbyterian Church to whose pulpit Mr. Ellis had so recently come. The good people, it explained, were building a parsonage for their pastor and had "engaged" for his support the munificent annual sum of \$150 to be paid "principally in produce." After emphasizing the urgent

need for more missionaries, the letter concluded in two paragraphs, which deserve to be quoted at length on account of their influence in shaping the thoughts of these young men who were to become founders of Illinois College:

A SEMINARY OF LEARNING

Is projected, to go into operation next fall. The subscription now stands at between 2 and \$3,000. The site is selected in this county, Morgan, and the selection made with considerable deliberation, by a committee appointed for that purpose; and is one in which the public sentiment perfectly coincides. The half quarter section purchased for the site, is certainly the most delightful spot I have ever seen. It is about one mile north of the celebrated Diamond Grove, at the east end of Wilson Grove, on an eminence overlooking the town and country for several miles around.

The object of the Seminary is popular, and it is my deliberate opinion that there never was in our country a more promising opportunity for any who desire it, to bestow a few thousand dollars in the cause of education, and of Missions. The posture of things now is such, as to

show to all the intelligent people the good effects of your society, and to secure their co-operation in a happy degree in all the great benevolent objects of the day, if such aid can now be afforded in the objects above mentioned.

It is easy to imagine with what keen and absorbing interest Grosvenor read that letter. Here, apparently, was the very opportunity which he and his friends were seeking. The college had not yet been established; only a beginning had been made in the enterprise and it might be possible, therefore, to carry out their great plan by uniting with these western friends. Mr. Grosvenor at once dispatched a letter of inquiry to the author of the article.

Illinois College is decidedly fortunate in possessing much of the contemporary material relating to the earliest beginnings of the school and among the archives is the original letter dated Dec. 5, 1828, which young Grosvenor sent to Mr. Ellis from New Haven. He asks for general information regarding this section of the western country, its climate, its diseases and especially its moral and religious condition. He outlined for his western correspondent the plan which he and his fellow students of the seminary had been discussing. "It would be their intention," he explains, "to select a spot, the most favorable for exerting an influence, with a view of taking up their abode for life. It would also be desirable for them to settle as near each other as circumstances would allow with the expectation of having their number increased yearly. One of their first objects would be to establish a seminary of learning where in due time young men may acquire a thorough education, both collegiate and theological, and thus be prepared for the ministry. They might each of them make it a special object to look out all the young lads who may or have become pious and of proper qualifications and put them upon a course of education. Some quantity of land might also be owned by the seminary in order to afford manual labor for the students and also to prevent the injurious influence of others settling too near." . . . "From your statements," he continues, "this section of the western country seems to strike our minds as a favorable spot for such efforts." He was naturally anxious to know whether

the contemplated enterprise in the West was still in such a condition that the seminary might be established on the basis suggested, or whether things had gone so far, and others were already so completely in control as to make the New Haven plan impossible. It need hardly be added that the letter shows the deep concern of the young men for the salvation of the people of the West and breathes a strong religious fervor. "To think of the present number of immortal souls within our own country living on trial for an endless destiny is deeply affecting" to these seminary students, and "to think of their rapid increase in a situation where little or no light shines to invite them to the world of felicity or to warn them of that dark *abiss* to which they rapidly hasten is truly overwhelming."

In the meantime, all unconscious of the interest which the article in the *Home Missionary* had aroused in the East, the local friends of the enterprise were proceeding further with their plans. On the third of January, 1829, the trustees had held another meeting and adopted a plan for a building prepared by James Kerr.⁷ The structure was to be of brick, two stories high and thirty-three by thirty-six feet. The trustees proceeded with arrangements for burning the brick and in order that funds might be available, resolved to call upon subscribers to pay proportionate parts of their subscriptions. A few days later, several of the trustees met in the town for the purpose of riding out together to the grounds west of the village to consider a definite site for the building. One of the group, Mr. Posey, has left on record an account of what happened that day. Says he: "We were on our horses on our way to set the stakes for the seminary. As we passed Dr. Chandler's, Mr. Ellis came out and called to us. 'I have something to show you' said he. We stopped and he read to us the letter from Mr. Grosvenor. You can't imagine how much it encouraged and animated us. It seemed to come to us from the Lord in answer to prayer. We received it as such."⁸

While impatiently awaiting a reply from Illinois, young Grosvenor and the friends who shared his enthusiasm sought further knowledge and advice. They wrote, for example, to the

⁷ Min., Jan. 3, 1829. The specifications are copied in the minutes.

⁸ Lippincott, Thos., *Hist.*, 26.

Rev. Absalom Peters, Corresponding Secretary of the American Home Missionary Society, and during the winter holidays Grosvenor went down to New York to confer in person with Mr. Peters, who encouraged him to push forward with his plans.⁹ Shortly after Grosvenor returned to New Haven, a letter came from Mr. Ellis, assuring his correspondent that there was no obstacle to the proposed "cooperation of the friends at the East." They might be assured of "all the control of the institution they could desire if they would furnish the funds." The letter answered the various questions which Grosvenor had asked and emphasized at some length the advantages of the site selected, the favorable climatic conditions and the agricultural and industrial prospects of that section of Illinois.¹⁰ The proposal of the Yale students in other words had met with a cordial response.

The way seemed to be opening most providentially. The young men grew more enthusiastic about their great design every day and steps were soon taken to perfect their organization. A constitution, drafted by Grosvenor and a fellow student, Sturtevant, was duly adopted. The name of the organization was to be "The Illinois Association," and its object was declared to be the promotion of "the interests of learning and religion by the preaching of the Gospel and the establishment of a seminary of learning in such a part of the United States as may be designated by the Association." A few days later a solemn pledge, or compact, was adopted and signed. This is a document of such interest and importance in the history of Illinois College that it deserves to be fully quoted:

Believing in the entire alienation of the natural heart from God, in the necessity of the influences of the Holy Spirit for its renovation, and that these influences are not to be expected without the use of means; deeply impressed also with the destitute condition of the western section of our country and the urgent claims of its inhabitants upon the benevolent at the East, and in view of the fearful crisis evidently approaching, and which we believe can only be averted by speedy and energetic measures on the part of the friends of religion and literature in the older states, and believing that evangelical religion and educa-

⁹ *Records of the Illinois Assn.*, 2; M. Grosvenor to J. M. Sturtevant, N. Y., Jan., 1829.

¹⁰ Letter is quoted at length in the *Records of the Ill. Assn.*, 3-5.

tion must go hand in hand in order to the successful accomplishment of this desirable object; we the undersigned hereby express our readiness to go to the state of Illinois for the purpose of establishing a seminary of learning such as shall be best adapted to the exigencies of that country—a part of us to engage as instructors in the seminary—the others to occupy—as preachers—important stations in the surrounding country—provided the undertaking be deemed practicable, and the location approved by intelligent men—and provided also the Providence of God permit us to engage in it.

Theological Department

Yale College

February 21, 1829.

Theron Baldwin

John F. Brooks

Mason Grosvenor

Elisha Jenney

William Kirby

Julian M. Sturtevant

Asa Turner, Jr.

we are in the solemn consideration of the great question of
 going to the state of Illinois for the purpose of establishing
 a seminary of learning such as shall be best adapted to the
 exigencies of that country—a part of us to engage as instructors
 in the seminary—the others to occupy—as preachers—important
 stations in the surrounding country—provided the undertaking be
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Theron Baldwin
 John F. Brooks
 Mason Grosvenor
 Elisha Jenney
 William Kirby
 Julian M. Sturtevant
 Asa Turner, Jr.

Yale College Feb 21 1829

THE ORIGINAL COMPACT

The compact also contains the following endorsements:

This certifies that the proposed establishment of a Seminary of Learning in the State of Illinois, combined with the plan of Missionary labour, has our entire and cordial approbation; as one which is deemed of vital importance to the best civil and religious interests of that portion of our country, and promises to be more efficiently useful by its early institution, and by the enlarged and liberal views of its patrons; and also, that the Gentlemen from this Seminary, who propose to unite in the promotion of this object, are in our opinion, in a high degree qualified for the undertaking in respect to ardent piety, discreet seal [*sic*] and laborious perseverance, as well as by their talents and literary acquisitions; and that an equal number of young men, engaged in a preparatory course of Theological education, could scarcely be selected, who promise to be better prepared for the superintendence and instruction of such a Seminary, and for the work of preaching the Gospel.

Yale College Feby. 23^d, 1829.

Nath. W. Taylor, Prof. Didact. Theol.

Josiah W. Gibbs, Prof. Sacred Liter.

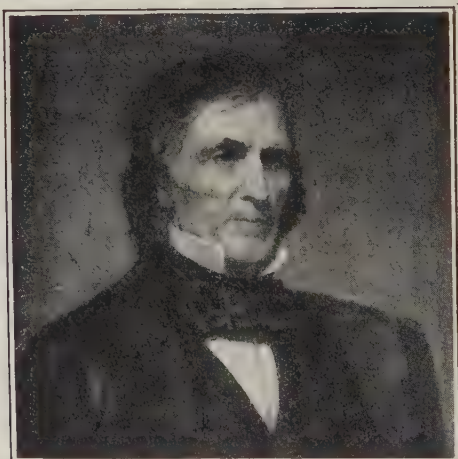
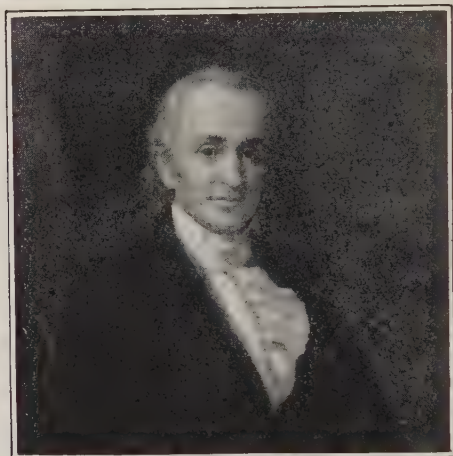
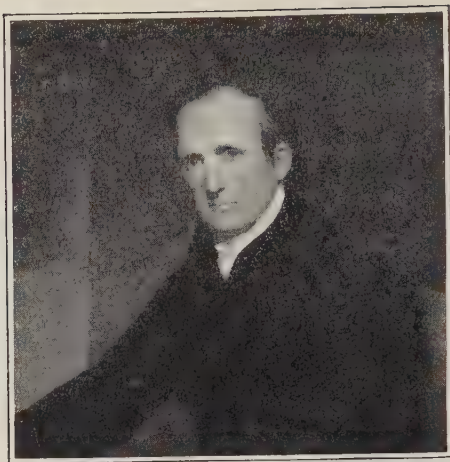
I fully concur in the above recommendations being familiarly acquainted with a majority of the Gentlemen and having satisfactory information concerning the others.

Jeremiah Day, Pres. Yale C.

The seven signers of this compact constitute what is familiarly known in the tradition of Illinois College as the "Yale Band." A few others later joined the Association, the constitution, for example, including the additional signatures of Henry Herrick, Benoni Y. Messenger, Albert Hale, Romulus Barnes, Flavel Bascom, and Jairus Wilcox.¹¹ However, the seven signers of the "compact," as just noted, are usually designated as *the* Yale Band, and these are the seven who were later named as trustees of the College.

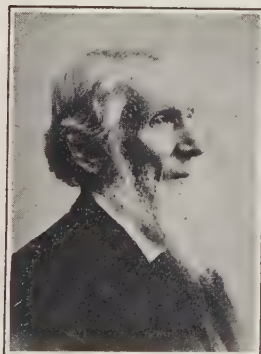
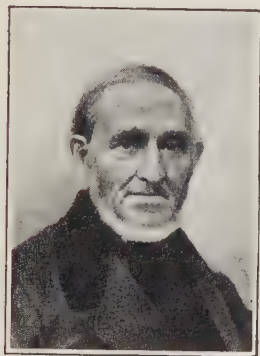
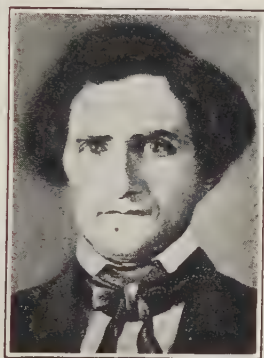
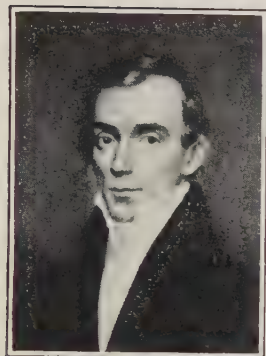
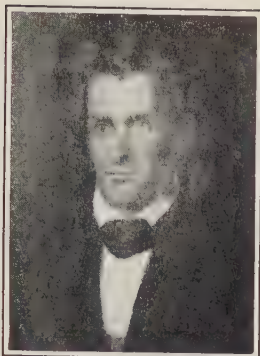
The next step was to get the formal endorsement of the American Home Missionary Society; although Mr. Peters, the Secretary, had already expressed his interest in the plan, a more formal endorsement and definite promise of assistance were now sought. Mr. Sturtevant was accordingly sent to New York

¹¹ *Records of the Ill. Assn.*, 8.



PRESIDENT DAY, PROFESSOR TAYLOR, PROFESSOR GIBBS

The Yale Professors Who Sanctioned the Plan.



MASON GROSVENOR, JULIAN M. STURTEVANT, THERON BALDWIN,
WILLIAM KIRBY, ASA TURNER, ELISHA JENNEY, JOHN F. BROOKS

"The Yale Band."

as the representative of the Association. He met with the directors of the Missionary Society, who accepted the plan as practicable and "appeared perfectly willing to lend all their influence and contribute funds to its support."¹²

A little later a formal agreement with the Illinois stockholders was prepared and sent to Mr. Ellis. About the same time Theron Baldwin and Julian M. Sturtevant were selected as the representatives of the Association to go out to Illinois in the fall.¹³ A few of the more important proposals in the "plan of union" deserve to be mentioned. They assured their western friends that Illinois was the state above all others which they now preferred to select as the seat of their enterprise. If they could come to an agreement with the Illinois shareholders regarding a few fundamental principles, they were ready to enter heart and soul into the undertaking. These general principles were two:

1. A board of trustees of a limited number who should have full control of the seminary "independent of any extraneous influence."

2. A board of trustees with full power to fill their own vacancies.¹⁴

If a union could be effected on the basis of these principles, they were ready to furnish ten thousand dollars for the institution, two thousand payable at the time of union and the balance within two years. The number of trustees, they proposed to limit to fifteen, of whom only ten were to be chosen at present—three to be elected by the Illinois stockholders and the other seven to consist of the seven members of the Association. They were particularly anxious to know whether there might be any who were "in the least dissatisfied with these terms," for they did not wish to engage in the enterprise without the cordial coöperation of all of the western friends. The plan of union was most carefully drawn and the various suggestions and explanations showed that the young men had a broad vision of their work and were willing to adapt themselves, as far as possible, to the peculiar circumstances of a new country. "We wish to see an Institution there," they write further, "in which pupils can be fitted for college and the various departments of

¹² *Records of Ill. Assn.*, 10, 13.

¹³ *Ibid.*, 13-21.

¹⁴ *Loc. cit.*

life and in which a thorough collegiate and ultimately professional education may be obtained. All this we do not suppose can be done in a day; but the object of our association will not be accomplished until all this shall be secured and that too on a foundation so permanent as to be transmitted a rich legacy to succeeding generations."

In addition to formal resolutions, letters and conferences, these young men also had on their minds and hearts more personal problems. Not one of them had completed his seminary course, and therefore to go west at once, as several would evidently have to do, meant a permanent interruption of their education. Baldwin had to give up not only his seminary diploma, but also his cherished plan of continuing his brother's work in Canada. Young Sturtevant was engaged to be married, and consequently before signing the compact it was necessary for him to consult the wishes of a certain Miss Fayerweather, who if he went west would have to share with him the discomforts and dangers of life on the frontier. However, the young lady, loyal to her lover and herself inspired with high motives, proved ready to face any difficulties and discomforts. "The whole subject," says Sturtevant, "was laid frankly before Miss Fayerweather and without the least attempt to conceal the trials incident to the location of our home five hundred miles west of civilization. She was far from being a romantic girl. At twenty-two years of age, she was a woman of rare thoughtfulness and sobriety, and judging correctly of the future, cheerfully approved the plan."¹⁵

The western trustees in due time received the proposed terms of union and agreed to them unanimously. In fact, they regarded the terms as "liberal and generous."¹⁶ At a meeting of the local trustees held before the communication was received, Mr. Ellis had already been appointed an agent to solicit subscriptions in the East.¹⁷ Furthermore the ecclesiastical clouds were clearing away, for about this time the Presbytery of Illinois, which had in the meantime been separated from that of Missouri, met in Jacksonville, and warmly endorsed the seminary enterprise. It appointed Mr. Ellis as its commissioner to

¹⁵ Sturtevant, J. M., *Autob.*, 138.

¹⁶ Min., Apr. 18, 1829.

¹⁷ *Ibid.*, Mar. 20, 1829.

the General Assembly of the church, and authorized him to secure collections from eastern churches.¹⁸

Before the "agreement" came to hand the western subscribers had already been asked to pay 25 per cent of their subscriptions at the end of every three months. Reference has just been made to Mr. Ellis's mission to the East. Mr. Posey was appointed an agent to collect subscriptions in Morgan County; Charles Gregory in Greene County; James McClung in Bond County and Thomas Lippincott in Madison County. Furthermore John Leeper and James Kerr had been added to the building committee, which was instructed to select the definite spot for the building.¹⁹

In due time, Mr. Ellis arrived in the East and in June attended a meeting of the Illinois Association in New Haven. The members of the Association received at his hand the communications from the western trustees, and the Illinois Presbytery. The terms of union, the Association now officially learned, had been accepted and accordingly preparations for raising the ten thousand dollars were definitely undertaken.²⁰ Grosvenor was requested to go with Messrs. Peters and Ellis to Boston and Andover to present the project to the people of those communities. Among the men who became interested in the enterprise was Mr. Arthur Tappan, later well known on account of his interest in the anti-slavery cause. On account of the pressure of other interests, it was not considered wise just then to conduct a public campaign for funds in Boston, but the matter was presented to several individuals there. Furthermore, Mr. Ellis secured in Boston several hundred books for the proposed school. At Andover, both faculty and students showed a warm interest in the project, while in New Haven a public meeting was held in one of the churches one Sabbath evening, and subscriptions amounting to some twelve hundred dollars were secured. Asa Turner was appointed to visit Albany, Troy and New York in company with Mr. Ellis and in October subscriptions were more actively solicited in Boston. The effort succeeded even beyond the expectations of the friends of the cause. The ten thousand dollars were soon raised and the Association

¹⁸ Lippincott, Thos., *Hist.*, 28.

¹⁹ Min., Mar. 20, 1829.

²⁰ *Records of Ill. Assn.*, 21-25.

was ready to consummate its plans.²¹ Mr. Sturtevant was formally designated as an instructor in the seminary at an annual salary of four hundred dollars and requested to begin his teaching immediately upon his arrival in Illinois.²² Near the end of August both he and Baldwin were ordained to the ministry at Woodbury, Connecticut, and a few days later Mr. Sturtevant and Miss Fayerweather were duly married.²³ After short visits with a few relatives the bride and groom went to New Haven to attend the annual college commencement at which the groom received his master's degree.²⁴ For him student days at Yale were now over.

In October the long wedding journey to the West began. For the young man it was a journey not away from his home but towards it, for his parents had been pioneers in their day, and were now residing in the village of Tallmadge in north-eastern Ohio. Descended from Mayflower stock, Mr. Sturtevant was born in Warren, Litchfield County, Connecticut, in 1805. His earliest schooling in the rudimentary subjects of reading, writing, spelling and arithmetic was received in the typical New England district school of Warren, and his earliest religious impressions and experiences were those of the typical New England home, supplemented by the services of the village meeting-house. Occasionally the boy was privileged to listen to the "eloquent preaching" of Dr. Lyman Beecher, who, following a good old custom of New England, often exchanged pulpits with the local pastor. Prospects in Warren, however, were not very bright for the Sturtevant family. They belonged to the "frugal farmer" class, but the most rigid frugality could not extract much profit from the "rugged and barren" soil of their farm, not to mention the economic depression created throughout New England by the War of 1812. Like many other New England farmers, the elder Sturtevant therefore decided to move west with his wife and four children. And so it happened that Julian when hardly eleven years of age made his first journey to the western frontier. It is hardly a part of this history to describe the details of that trip, however interesting the experiences of the family may have been. Suffice

²¹ *Records of Ill. Assn.*, 26-31.

²² *Ibid.*, 27.

²³ Sturtevant, J. M., *Autob.*, 142.

²⁴ *Ibid.*, 144.

it to say, they migrated to Ohio, and after a brief sojourn at a place called Richfield, they moved to Tallmadge where with hard labor and in the face of a rapidly approaching winter, they built their rude log cabin. To the childhood experiences of stern New England was now added the strenuous life of a youth who helped his father subdue the wilderness on the Ohio frontier. The picture of that log cabin which Mr. Sturtevant drew about seventy years later deserves to be quoted, not only because it is interesting, but because it helps us to understand the background of a notable career on a frontier which had moved still further west. Speaking of the cabin, he says:

Well do I remember the day we took up our abode in it. . . . The undergrowth only had been removed, leaving the giants of the forest, some of them more than a hundred feet in height, towering far above our frail shelter. Our chimney was constructed by cutting away a portion of the logs on one side of the cabin and building in the opening thus made a fireplace of stones laid in clay, and projecting outside of the wall. Above the stone work, raised only high enough to avoid contact with the fire, the chimney was finished with sticks daubed with clay. The fireplace was very large, and I often stood partially within it and looked up the chimney at the tree tops which were waving far above it. Primitive as that habitation was, its rudeness was not its worst feature. It was entirely inadequate to protect us from the severities of such winters as those we found in northeastern Ohio. This was especially true of a house fresh built from green logs. That was a long and dreary winter. The rheumatism with which my father suffered and the colds of my mother and the rest of the family are painful to remember.²⁵

The church and the school were not forgotten by these New England families who went west. It might be even more difficult than it was in the old Connecticut home to go to church and to spare the boys of the family from the pressing necessity of clearing the land, but education and character building must not be neglected. It was decided that both young Julian and his elder brother should go to college, and accordingly during the winter months, they began their preparation in Latin and Greek in an academy which fortunately had been established in Tallmadge. Yale was the college selected, but when the time

²⁵ Sturtevant, J. M., *Autob.*, 47, 48.

came for making the trip, there was no cash in the family treasury to pay for the journey, to say nothing of later expenses in college. One marvels with Mr. Sturtevant that their parents "should consent that two sons, one of whom had not reached the age of seventeen, while the other was scarcely nineteen, should try their fortunes at Yale with absolutely no resources to depend upon. It was a venture which nothing could excuse but their firm trust in Providence." Very practical efforts were made, however, to assist a benevolent Providence. The boys had some bees, and so with funds raised from the sale of wax and honey, with an old horse donated by a missionary, and a "worn and unsightly" wagon purchased from the proceeds of other property, they set forth in company with two other boys. We are not surprised to learn that a boy of such an unconquerable spirit and practical ability made the journey to the East and also the more difficult journey through college.²⁶

The young man who was starting west with his bride on that October day in 1829 was therefore no green novice in the life of a pioneer. In accordance with the previous decision of the Association, young Baldwin accompanied the Sturtevents, but Mr. Ellis who had originally also expected to return west at this time, resolved to remain in the East a little longer. Sturtevant and Baldwin carried with them a communication authorizing them to consummate the union with the western friends, and also the precious two thousand dollars, which, according to the agreement, was at once to be paid over for the purposes of the seminary. The interesting details of this wedding journey from the hills of Connecticut to the prairies of Illinois are duly recorded in President Sturtevant's *Autobiography*. From New Canaan they journeyed first to Albany and then by canal and stagecoach to Buffalo. They were naturally careful to take the coach of the Pioneer Line, the "Holy Line," as it was called because it did not run on Sundays. A steamboat carried them from Buffalo to Erie, whence another stagecoach carried them to Cleveland. A stop was made at Tallmadge, Ohio, for a visit with Sturtevant's parents. The log cabin in which Sturtevant had spent his boyhood days "was no more," his parents having recently moved into a more comfortable frame house. "The

²⁶ Sturtevant, J. M., *Autob.*, 67-82.

reader need not be told that there was a joyful meeting." But the visit with the dear parents could not be prolonged and the party was soon on its way once more. They reached the Ohio River at Wheeling where they embarked on a steamboat, making their way slowly down the Ohio and still more slowly up the Mississippi to St. Louis. They had expected to make the journey from St. Louis to Jacksonville partly by boat up the Illinois River, but found that the last trip of the season had been made and therefore they were obliged to seek some other means of conveyance. Since no regular stage line was maintained between St. Louis and Jacksonville, they were compelled, in company with some other travellers from the East—a Mr. James G. Edwards with his wife and her sister—to hire a "team and driver." Mr. Baldwin and Mr. Edwards remained for a short time while Mr. Sturtevant and the three ladies proceeded on their way in the wagon which would hold only four persons. Their journey "lay through thinly scattered white oak forests and over prairies vanishing in the dim distance like the horizon at sea." "The ground was covered with a light and melting snow which made travelling slow and tedious." They travelled approximately along the line of the present Chicago and Alton Railway. On the site of Jerseyville they found "a single house and a little farm." They hoped to reach their destination before the Sabbath, but on Saturday night with Jacksonville still seven miles away, the carriage "plunged into a deep hole from which the driver and his team were utterly unable to extricate it." So the party had to take refuge in a settler's cabin, fortunately found not far from the scene of the accident. Bright and early the next morning they started on their way and shortly reached the end of their journey. It was Sunday morning, Nov. 15, 1829, when they entered the little village of Jacksonville, where a hearty welcome awaited them at the home of Mr. Ellis. The missionary himself was, of course, not there, but the good wife soon made them comfortable and happy.²⁷

Jacksonville was then a frontier village of about six hundred people. When one, however, considers that four years prior to the arrival of this group, only a single cabin existed on the

²⁷ Sturtevant, J. M., *Autob.*, 145-156.

site of the town, its growth had not been slow. Sturtevant was struck with the natural beauties of the country, especially with the "swelling hills," and the "very beautiful natural groves" which adorned a few of the hilltops. The village itself, he informs us, was far from attractive.

The people generally without capital, could yet show few signs of thrift, and good lumber was beyond the reach of any but the very wealthy. There was no scarcity of timber, but it was hard wood, mostly oak, unfit for finishing lumber. Most of the houses were covered with boards split from oak logs four feet in length, and nailed on without shaving. Many roofs were covered in the same way. Small houses and many log cabins were built in hope that better lumber would soon be accessible.²⁸

Mr. Sturtevant's duties began at once. "When breakfast and family worship were over, it was time for church," and he was called upon to preach the sermon. The college building was not yet completed and for a few weeks he was not very busy. As long as Mr. Ellis was absent, he continued "to supply his pulpit and render other pastoral services." Young and inexperienced, he wrestled in those days with the perplexing problem of preaching without a manuscript. In the meantime the organization of the College was also being perfected.

Mr. Baldwin soon arrived from St. Louis, and in company with Mr. Sturtevant held an early conference with the local trustees of the College. The building whose construction had been started in the summer was by no means completed, but it was decided that the College should be opened to students on the first Monday in January.²⁹ About a month after the arrival of the friends from the East a meeting of the local subscribers, or stockholders, was held in order to perfect the organization of the school. The meeting took place "amid the shavings and carpenter benches," of the building still in progress of construction.³⁰

John Leeper was called to the chair and Dennis Rockwell acted as Secretary of the meeting. "The President of the meeting had no seat but the carpenter's bench, and the members

²⁸ Sturtevant, J. M., *Autob.*, 157.

²⁹ Min., Nov. 18, 20, 1829.

³⁰ Sturtevant, J. M., *Hist. Disc.*, 25.

stood.”³¹ The communication from the “Illinois Association” which Sturtevant and Baldwin had brought with them was formally presented to the meeting. The eastern friends expressed in this document their readiness to consummate the plans for the proposed union. Not only had the promised ten thousand dollars been secured but they were confident of raising a still larger amount; two thousand dollars being now forwarded to the West by the hands of Sturtevant and Baldwin, the remainder of the money, as collected, would be deposited in the East, where it might be drawn on by the local trustees as the needs of the College required. Sturtevant and Baldwin came fully empowered to act for the Eastern Association in perfecting the details of the union. The terms of the agreement were unanimously accepted and resolutions expressing deep appreciation of the assistance from the East were passed. The vote of the meeting resulted in the choice of Samuel D. Lockwood, John P. Wilkinson and William C. Posey as the three local trustees provided for in the agreement. It seems somewhat strange that Mr. Ellis was not among those chosen to represent the local friends, but for some reason he was never elected to the board of trustees of the College, although he held for some time the office of recording secretary with the right to sit, but not to vote, at the board meetings. Before the meeting adjourned another important step was taken—upon motion of James Hall, the talented pioneer editor from Vandalia, the new school was christened “Illinois College.” As far as one can tell, there was little or no previous consultation regarding the name of the College.³² At the time and indeed for many years after, the name was distinctive as well as appropriate, but in these later years on account of the existence of the state university, the name has lost its early, exclusive significance.

A little later on the same day the trustees held a meeting at the home of Mr. Wilkinson in the village and organized by electing Samuel D. Lockwood, President, J. M. Sturtevant, Secretary pro tem and J. P. Wilkinson, Treasurer. Several other matters incident to the organization of the Board were dispatched; for example, it was at this meeting that Mr. Stur-

³¹ J. M. Sturtevant to Thos. Lippincott, Feb. 22, 1844.

³² Min., Dec. 18, 1829; Sturtevant, J. M., *Hist. Disc.*, 25.

tevant's appointment as first instructor in Illinois College was confirmed. Little more remained to be done, except to wait for that day in January when the doors of the College were to be opened.



PRESIDENT BEECHER

CHAPTER III

PRESIDENT BEECHER

1830-1844

INSTRUCTION began in Illinois College on the morning of Monday, January 4, 1830. What a simple but interesting occasion it must have been when Mr. Sturtevant, accompanied by William C. Posey, met the nine students who presented themselves that morning in "Old Beecher," or the new college building as it was then. The room where the exercises took place is the one on the south side, now occupied by the Phi Alpha society. The little building was still far from complete. But one must let the man who opened the doors of Illinois College on this historic occasion himself describe the scene. He does so in a letter to Thomas Lippincott bearing the date of February 22, 1844:

I repaired to the building and found the floors completed, and the building quite enclosed, but no lathing or plastering, no stove, no teacher's desk and only a part of the seats for pupils completed. But we were pledged to commence instruction at that time. . . . Nine students had presented themselves for instruction.¹ I was accompanied and assisted by Wm. C. Posey, Esq., to whose active efforts to nurse its infancy, the college owes much. Our first business was to put up a stove, which occupied us about two hours, carpenters and teacher, and trustee and students co-operating in the work. Pupils were then called to order. I addressed them a few words and among other things told them . . . what my heart felt and believed, that we had come there that morning to open a fountain for future generations to drink at. We then commended ourselves and the whole great enterprise to God in prayer. It was to me a season never to be forgotten, whatever the fate of the college may be. I then proceeded to inquire into the intellectual condition of my pupils. Not one of them had ever studied English grammar or geography, a few had learned the ground rules of arithmetic and two had some knowledge of the rudiments of Latin.

¹ Their names deserve to be remembered: Alvin M. Dixon and James P. Stewart from Bond Co.; Merrill Rattan and Hampton Rattan from Greene Co.; Samuel R. Simms, Chatham H. Simms, Rollin Mears, Charles B. Barton, and "a youth by the name of Miller of Morgan County." Sturtevant, J. M., *Hist. Disc.*,

Of the nine students present that morning, four were subsequently graduated from Illinois College: Charles B. Barton, Alvin M. Dixon and James P. Stewart, all of the class of 1836, and Rollin Mears of the class of 1838. That it was a time of small beginnings is well illustrated by the action taken by the trustees a few months later when they solemnly resolved "that Mr. Sturtevant be authorized to furnish a shovel and black-board for the use of the college."²

As a matter of fact for the first few years of its existence, the College was little more than a preparatory school. How could it have been otherwise, for there was probably not a young man in the whole state really prepared to begin collegiate studies.³ It was not until 1831 that the first fully prepared collegiate class was admitted.

During the first few months Mr. Sturtevant continued to reside in the village, going out to the school in the morning and returning home in the evening. This arrangement was not, however, very satisfactory and in March he suggested to his wife that they might occupy a log cabin which happened to be standing on the campus. It was not a very inviting abode, and for the first time, the brave young woman met the suggestion of a new hardship "with a burst of tears." Her hesitation, however, was only momentary and the two soon began housekeeping on the campus.⁴ When the wind whistled through the chinks and the snow sifted in, they shivered but did not complain. In the early spring when Mr. Sturtevant wrote his eastern friends who were anxious to learn about the privations of pioneer life, he told them that the principal privation was the "want of a good house," and "if they should be unfortunate enough to get no better log house than ours" he was willing to admit that "they will find this inconvenience to be one of sufficient magnitude to require considerable patience."⁵

It did not take long to discover that a building thirty-three by thirty-six feet was entirely inadequate for even the modest

² Min., June 6, 1830.

³ J. M. Sturtevant to Thos. Lippincott, Feb. 22, 1844.

⁴ Sturtevant, J. M., *Autob.*, 172. The log house stood on the spot now occupied by Sturtevant Hall.

⁵ MS. Extracts of Letters from the West. "From Br. Sturtevant," Apr. 10, 1830.

needs of this embryo college. The lower story consisted of a single room while the upper part was divided into no less than eight "rooms." Four of these compartments, eleven by thirteen feet each, were dignified with the name of "sitting rooms" while four, not quite six by eight in size, were called bedrooms. No wonder Professor Sturtevant wrote back to his friends in the East:

Suppose we have no more apparatus than we now have, one of these rooms must be appropriated to this and our library, and then you could not spread our maps without hiding a window, or put up our library without interfering with a door. Anything like Chemistry, or Nat. Philosophy by way of experiment would be out of the question.

More students were applying for admission, but how to accommodate them with board and lodging was indeed a problem. The College was a mile from the village and the condition of the roads at that period made it impracticable for students to reside in town in the winter or spring. Furthermore, most of the houses in the village were small and in "almost all cases one and the same room accommodated not only all the boarders, but an Illinois family of children."⁶ The trustees considered the problem and in March they authorized an addition to the original building exactly doubling it in size.⁷ It proved difficult, however, to proceed with the work for skilled laborers were scarce in the West of those days. Land was so cheap that artisans who had come into the region preferred, like others, to take up land. Sturtevant in despair appealed to his friends in the East to send out a "first rate joiner." "The charges in these branches of the business are so high," he complains, "that we are almost frightened at the idea of building."⁸ It was expected that the new addition would furnish rooms for twenty-five students, or in "an emergency for thirty-five or forty." The new half was added to the north end of the original building.⁹

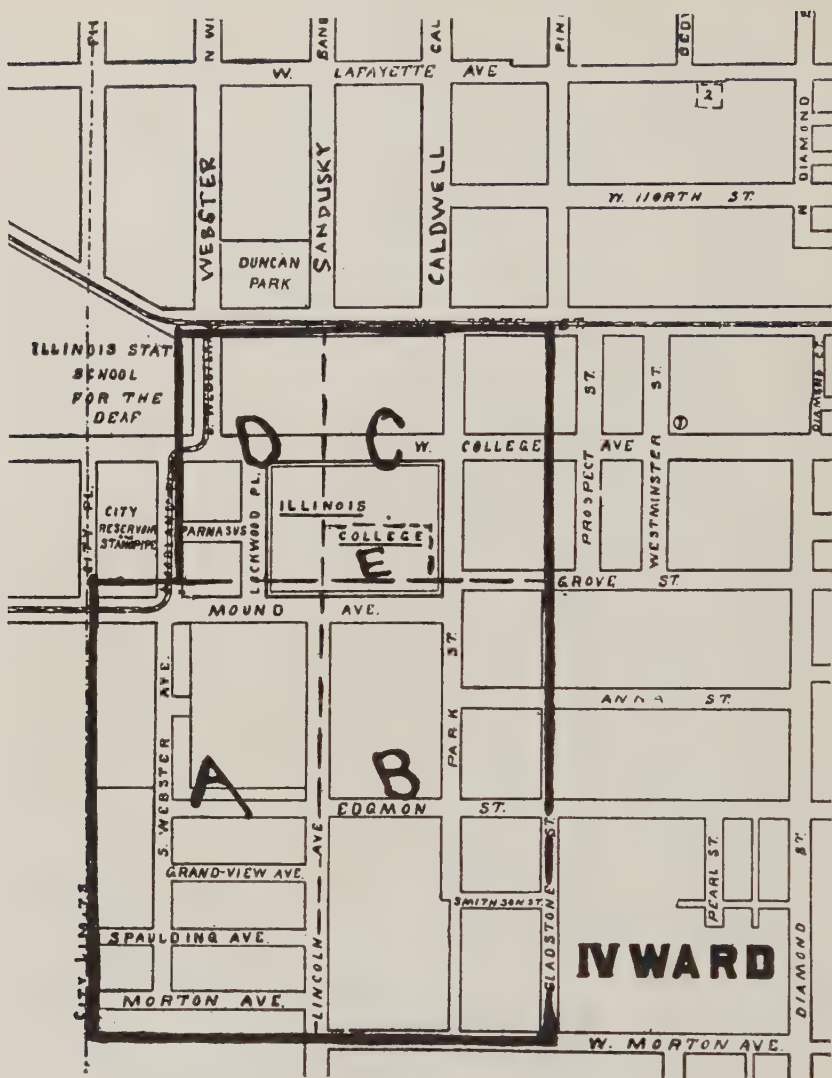
A campus of considerable size had been secured for the Col-

⁶ MS. Extracts of Letters from the West. "From Br. Sturtevant," Apr. 3, 1830.

⁷ Min., Feb. 9, Mar. 3, 23, 1830.

⁸ MS. Extracts of Letters from the West. "From Br. Sturtevant," Feb. 13, 1830.

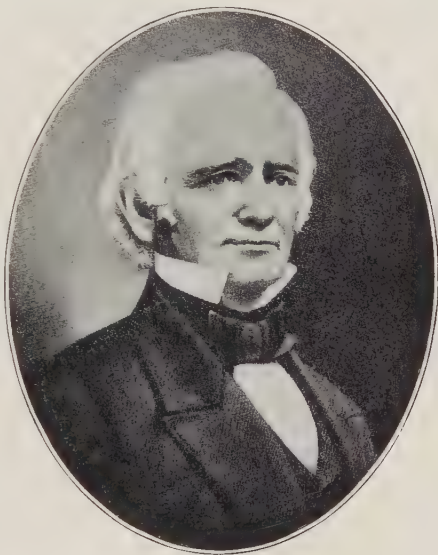
⁹ *Ibid.*, Apr. 3, 1830; J. M. Sturtevant to E. Jenney, Mar. 24, 1830; *Quarter Cent. Celebration*, 23; *Rambler*, Mar. 13, 1886.



lege, and during these early months steps were taken to perfect titles to the land.¹⁰ The story of the selection of the site has already been told, with special reference to the promptness with which Mr. Ellis secured an option on the land and contracted for its purchase, even before any communication was

¹⁰ For full details see Rammelkamp, C. H., "Original Campus of 'Old Illinois,'" in *Rambler*, Jan. 10, 1918.

received from the East. The campus was originally composed of five distinct parcels of land, as indicated on the accompanying plat, conveyed to the trustees of the College by four separate deeds. One of these tracts (D) has an interesting bit of history. It was not at all among the portions of land originally secured by Mr. Ellis for the College, and yet if one will carefully inspect the plat, he will at once notice that "Old Beecher" stands on this particular tract. Apparently when the building committee of the board of trustees came to the important and delicate task of selecting the exact spot for their first college building, they were not satisfied with the possible sites on land already secured, but looked with longing eyes to a site that belonged to the man who had now become chairman of their board, Judge Lockwood. This piece of land had been originally "entered" by one Adam Allinson. Attracted by the beautiful and commanding location of the land, Lockwood had bought this eighty acres from Mr. Allinson in 1828 for \$100 and resolved to build his future home there. However, when his colleagues



Saml D Lockwood

on the board of trustees made their wishes known to him, he very generously agreed to sell for a nominal sum a part of his holding to the College and to build his own home further west.

The original campus consisted of about 227 $\frac{2}{3}$ acres, bounded on the north by State Street, on the east by the line of Gladstone Street, on the south by the line of Morton Avenue and on the west by the city line, with the exception of the northwest corner, which was bounded approximately by the line of South Webster Avenue. The original plan to give students an



PARK STREET CHURCH

(Photograph by Stebbins.)

opportunity to raise their own produce perhaps explains why so many acres were secured for the school. The large tracts to the south constituted the "college farm," as long as the trustees and faculty continued to experiment with the self-help plan. It has sometimes been said that the campus was a gift, but the records show that it was a purchase and not a donation.¹¹

While Mr. Sturtevant continued as the sole instructor, steps were being taken to find a president and additional teachers for the new school. The

local trustees wisely delegated the power of selecting a president to their eastern colleagues who naturally conferred with President Day and the faculty of Yale about the matter.¹² After several months of deliberation the position was offered to Edward Beecher, pastor of the Park Street Church, Boston. He accepted.¹³ It proved a fortunate choice for the infant college, for Edward Beecher was a member of Lyman Beecher's family, who possessed not only an attractive personality but also real intellectual ability and great moral courage. When the news of the selection reached Jacksonville, Sturtevant, who

¹¹ This history of the campus land is based on the deeds in the office of the circuit clerk and abstracts in the office of the Morgan County Abstract Company.

¹² Min., May 29, 1830.

¹³ Letter of acceptance in *Records of Ill. Assn.*, 33.

already knew him, rejoiced "that the leading responsibility of the institution was soon to pass into the hands of a man so competent, so strong and so devoted." The selection established an interesting connection between the College and this family which has achieved such distinction in American history. That Mr. Beecher was willing to give up the pastorate of an important church on Boston Common in order to become the president of an obscure, struggling school on the western frontier shows what motives dominated his life and character. The same zeal and motives influenced, however, practically all of the early faculty of the College. Mr. Beecher soon undertook the journey to the West, arriving in Jacksonville in December, 1830. He evidently intended to make at this time a preliminary survey of the field for he remained only a few months. Very soon after his arrival he went to Vandalia, where an effort was then being made to obtain a charter for the College from a suspicious and unwilling state legislature. On the way back



THE HAND TRUNK WHICH PRESIDENT BEECHER CARRIED

to Jacksonville, the newly elected President was caught in that severe snowstorm, known in the traditions of Illinois as the "deep snow." Mr. Beecher was, of course, accustomed to the rigorous winters of New England, but a raging snowstorm on the prairies of Illinois was very different from a blizzard among the hills of New England. There the thermometer might fall lower, the wind might blow as hard, but the hills of New England were a friendly protection and the snow, once blown into drifts, usually remained. In the West the biting wind swept across the level stretches, unrestrained, and the snow kept drifting from day to day until it was melted or frozen fast. At Hillsboro the traveller became snow-bound, but the delay gave him the rare opportunity to tarry at the hospitable home of Mr. and Mrs. John M. Tillson, where he met another snow-bound traveller, Charles Holmes of Quincy, for many years a valued and generous friend of the College.

When the storm abated a little, he and Mr. Holmes continued the journey across the wintry prairies to Jacksonville.¹⁴ They found the college community also in the grip of the storm. Sturtevant and his wife, driven from their log hut, had taken refuge in the small college building. "The newness of the country greatly increased the hardships of that winter," writes Mr. Sturtevant; "our fuel was yet in the forest, and even much of our food supply remained still in the field covered by the deep snow. The population around us was almost wholly from the South and had no conception of such a winter. They were well-nigh paralyzed by the task imposed upon them. No morning dawned upon us for many days when the thermometer registered less than twelve degrees below zero. For three weeks it scarcely thawed even on the sunny side of the house. The biting wind was incessant. . . . For nine weeks this snow covered the ground for hundreds of miles in every direction."¹⁵

During his continued sojourn in Jacksonville Mr. Beecher occasionally assisted Mr. Sturtevant in the work of instruction, and in February he met, for the first time, with the board of trustees. In accordance with the terms of the "union," Sturtevant then gave up his place on the board, and nominated to fill the vacancy, John G. Bergen, of Springfield, who was unanimously elected.¹⁶ It was also voted at this meeting that President Beecher and Mr. Baldwin should endeavor to raise additional funds in the East, and in coöperation with the members of the board in New Haven should "attend to the appointment of a Professor of Languages and a Professor of Chemistry." Accordingly, when travelling became possible Beecher and Baldwin returned to the East. It was a long time before Mr. Beecher came back and thus it happened that it was not until Aug. 14, 1832, that he was formally inaugurated.¹⁷ Mr. Sturtevant was at the same time inaugurated as Professor of Mathematics and Natural Philosophy.

Regular collegiate instruction had begun in 1831, it being in that year, as already noted, that the first regular freshman class was admitted into the College. Mr. Sturtevant had con-

¹⁴ Sturtevant, J. M., *Autob.*, 178-181.

¹⁵ *Ibid.*, 180, 181.

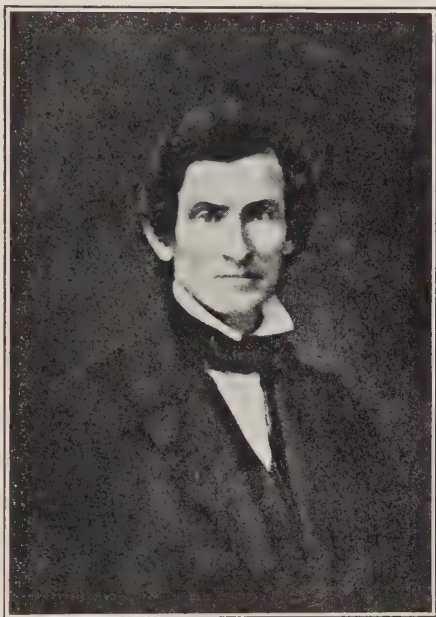
¹⁶ *Min.*, Feb. 23, 1831.

¹⁷ *Ibid.*, Aug. 14, 1832.

tinued as the sole instructor in collegiate studies while one Erastus Colton acted as instructor in preparatory studies. William Kirby, another member of the Illinois Association, or "Yale Band," had come west in 1831 and gave some assistance in the work of instruction as a tutor from 1831 to 1833. A full faculty and the establishment of new courses became necessary only when other classes entered and the students already in the institution were prepared for more advanced work. When Mr. Beecher returned, he of course began to share the work of instruction with Mr. Sturtevant. However, there was much work to be done, for teaching was only a small part of the duties of these pioneer educators. "Professor Sturtevant," writes Theron Baldwin to his friend Brooks in 1832, "has at times almost sunk under the pressure of his labor and the faculty feel that some relief as to the business of the College is imperiously demanded."¹⁸

At the time Baldwin wrote, the trustees were considering the appointment of a professor of languages. How they happened to find a candidate for this position is an interesting story.

Near the end of the year 1832, Truman M. Post, a recent graduate of Middlebury College, Vermont, came to the city of Washington. He was a nephew of Reuben Post, at that time pastor of a Presbyterian Church in that city and Chaplain of the United States Senate. Able and ambitious, young Post was filled with a high purpose to dedicate his life to some useful



Truly Yours
T. M. Post

¹⁸ Theron Baldwin to Brooks, Dec. 14, 1832.

calling. He had tried teaching, had studied law and also dipped into theology, but was still uncertain and restless. In Washington he hoped to see and hear some of the great statesmen of the day—Webster, Clay, Calhoun, Marshall and others. His wish was gratified and these men made a deep impression upon his mind, but a chance acquaintance with a modest congressman from Illinois, General Joseph Duncan, exerted a more potent influence upon his career. At the urgent invitation of General Duncan, young Post made a trip to the West in the spring of 1833. It seems that he had entertained thoughts of settling in St. Louis for the practice of law, but before commencing his work, he determined to visit the Illinois Congressman in his home at Jacksonville. He was most cordially received at the home of General Duncan, and was delighted with the people whom he met, especially with the family of Judge Samuel D. Lockwood. He writes later in life:

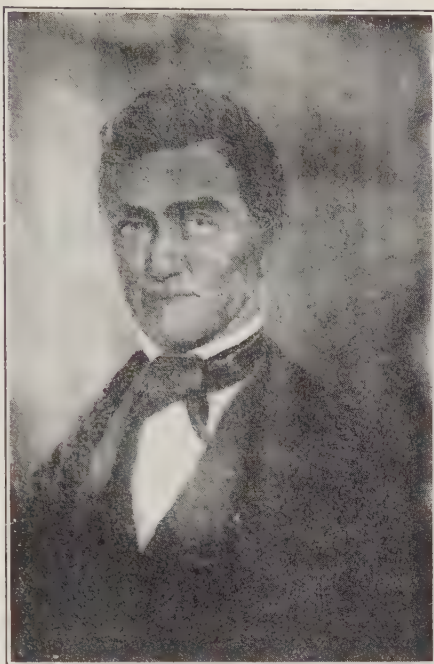
I remember one day soon after my arrival in Jacksonville a call from Rev. Edward Beecher . . . and Rev. J. M. Sturtevant, who were teachers in the college just opened, and whose names the west and the whole country have since learned to know. They inquired if I would for a little while aid them in the classical department in the new college, as they were at that time in need of a teacher and had learned that I had been engaged in teaching at Middlebury College. The proposition struck me favorably, attractively; my sphere of life was, I felt, yet unfixed; my determination of thought and action between educational, political, clerical, literary and legal pursuits was as yet unsettled. "The world was all before me where to choose," and so I consented to the proposition made me, as a temporary arrangement, one furnishing meantime, a point of lookout and a "coigne of vantage," for a wider survey and more deliberate selection.

Strange to relate, Asa Turner, still in New Haven, was at this very time, at the suggestion of the President of Middlebury College, endeavoring to find Mr. Post in the East to confer with him about a position on the faculty of the new college.¹⁹ Accordingly in 1833, Truman Marcellus Post became an instructor in the Latin and Greek languages in Illinois College and the following year received an appointment as

¹⁹ Post, T. A., *Truman M. Post*, Chap. V.

Professor of Languages.²⁰ The "temporary arrangement" proved the beginning of nineteen years of loyal and efficient service on the faculty of the College.

That same spring of 1833 another young man was added to the instructing staff. President Beecher, having written President Day asking him to recommend a teacher, the latter suggested a young man who was just then completing his senior year at Yale—Jonathan Baldwin Turner. He evidently was a youth of ability and promise, and his subse-



JONATHAN BALDWIN TURNER

quent career amply demonstrated the good judgment of the man who had recommended him. President Day excused this senior from his final examinations and promised to send him his diploma. Early in the spring, therefore, young Turner set forth on his journey to the West, arriving in Jacksonville on the eighth of May, 1833. In the college catalogue of that year his name appears with that of Mr. Post as instructor in the Latin and Greek languages. The following year the trustees formally appointed Mr. Turner Professor of Rhetoric and Belles Lettres.²¹

A few years later Samuel Adams was appointed Professor of Chemistry, Mineralogy and Geology.²² A graduate of Bowdoin, where he had been a student in the days when Longfel-

²⁰ Min., Mar. 20, 1834.

²¹ *Loc. cit.* Title was later changed to Professor of Rhetoric and Elocution, Min., June 28, 1842.

²² *Ibid.*, Sept. 21, 1838. Title was later changed to Professor of Chemistry and Natural History, Min., June 28, 1841.



SAMUEL ADAMS

low held the chair of modern languages, Adams proved a worthy colleague of the men who had preceded him to this western college. After graduation from college he had taught school for one year and then turned to the study of medicine. His Alma Mater conferred the degree of M.D. upon him in 1836 and it was two years later that the call to Illinois came. He was to remain on the faculty for over thirty-eight years. Although he came as a professor of science, Dr. Adams was an

appreciative student of literature, well versed in modern languages, and a careful as well as devout student of the Bible. The testimony of his colleagues is a tribute to the versatility of his scholarship and the loveableness of his quiet Christian character.²³

These five men, Beecher, Sturtevant, Post, Turner and Adams, with a few temporary instructors or tutors, constituted the early faculty of the College. It was, indeed, a remarkable group. They were all men of real ability, fired by that youthful enthusiasm, which enabled them to conquer difficulties and endure hardships which would have discouraged older men. Of the number, Sturtevant was, perhaps, intellectually the most able. He was a keen, thorough student with a fertile, logical mind. Turner was, without doubt, the most versatile and independent member of the group. Interested in many different fields of knowledge, active in many enterprises, he was always perfectly fearless in expressing his convictions. Post commanded a brilliant style. As a writer, and perhaps still more

²³ Sturtevant, J. M., *A Memorial Sketch of Samuel Adams*.

VERMILION
ILLINOIS ATTORNEY



HANNAH FAYERWEATHER STURTEVANT, FRANCES ALSOP POST,
GABELLA JONES BEECHER,
MARY MOULTON ADAMS, RHODOLPHIA KIBBE TURNER

The Wives of Members of the Faculty.

as a speaker, he was always witty and entertaining. The fact that President Beecher commanded the respect and devotion of such men as these is sufficient testimony to his own worth. In intellectual ability, moral character and administrative capacity, he proved a worthy leader of this group of able young scholars. With such a faculty it is not surprising that the College grew and prospered, weathering several storms that threatened to destroy it in these years of its infancy. Nor can one forget



CAROLINE WILDER BALDWIN

Mrs. Theron Baldwin.

the young New England women who caught the vision and courageously shared with their husbands the work of this pioneer college.

The salaries received by the members of this original faculty, it need hardly be remarked, were exceedingly modest. President Beecher received in 1837 \$1,100 in addition to his living quarters; Sturtevant had \$750 in addition to his quarters, while Post and Turner each received \$900 but provided their own houses. Nathan-

iel Coffin, the treasurer and financial agent, was paid \$800 and \$150 additional per year "until a suitable house can be secured." Professor Adams was apparently receiving \$1,000, but in 1840, \$100 per year was added to the salaries of each of the other three professors.²⁴ In connection with these salaries it may be of interest to recall that at about the time of the founding of Illinois College, George Ticknor was receiving \$1000 at Harvard and that Longfellow was elected an instructor in the French, Spanish, Italian and German languages at Bowdoin in 1828 at a salary of \$600.

²⁴ Nath. Coffin to Theron Baldwin, Nov. 24, 1843; Min., Sept. 16, 1838.

The course of study during these early days deserves a word. Illinois College, like every other institution of higher learning at that time, made its students follow closely a prescribed course of study. Modern science with its laboratory equipment and experimental methods was unknown either East or West and modern languages were barely beginning to receive attention. The whole field of modern history, politics and economics was practically neglected, and therefore to appreciate the curriculum and standards of Illinois College in that day, one must bear in mind the educational limitations of the age. The modern college curriculum with its bewildering variety of elective courses had not come into existence anywhere. The original intention of the founders was at once to organize both a preparatory and a collegiate department, but since there were no students of college grade in the first entering class, only preparatory subjects could be taught. However, this condition prevailed for only a short time. The very next year, 1831, it will be remembered, a collegiate class was admitted, and by 1833 college and preparatory departments were clearly differentiated.²⁵ Our information regarding the course of study in these early years is derived from a "prospectus" issued to the public in 1830, a set of laws published in 1837 and the annual catalogues.

At first two distinct "courses" were offered, one a so-called English course and the other a collegiate course. Both, however, were really of a preparatory nature, the chief difference being that the collegiate course involved a study of Latin and Greek.²⁶ In a few years the work was more clearly differentiated and definite requirements for entrance into the College adopted. As stated in the catalogue of 1836-1837, candidates for the freshman class were to be examined in arithmetic, geography, English grammar, Latin and Greek. The examination in Latin was to cover Adam's Latin Grammar, Virgil, Cicero's Select Orations and Sallust; in Greek, Goodrich's Greek Grammar, a Greek Reader, or Graeca Minora and Greek Testament.²⁷ No students were to be received under the age of fourteen.

²⁵ Sturtevant, J. M., *Autob.*, 190.

²⁶ Min., Aug. 14, 1830.

²⁷ *Ibid.*, Dec. 3, 1835; Fac. Min., Sept. 11, 1835.

Once in college the student studied in his freshman year algebra, geometry, trigonometry, *Graeca Majora* with Lysias and Isocrates, Livy and Roman antiquities; there were optional courses in rhetoric and belles lettres. Sophomores wrestled with plane and spherical trigonometry, mensuration, navigation, conic sections, mechanics and hydrostatics, *Graeca Majora*, Vol. I completed, and extracts from Homer. In Latin, they read Horace. Juniors studied outlines of ancient and modern history and a variety of subjects called pneumatics, electricity, magnetism and optics, subjects which later developed into the science of physics. They likewise studied astronomy, Tacitus and *De Officiis*. Optional studies for juniors included such subjects as experiments in natural philosophy, history of the Latin and Greek languages, philosophy and chemistry. Seniors were required to take intellectual and moral philosophy, logic, natural theology and evidences of Christianity, a critical study of selected Greek and Latin authors, political economy (such as it was), American law and rhetoric. Experiments in natural philosophy, English literature and chemistry were optional studies for seniors.²⁸ There was also an organization known as the "Rhetorical Society" which embraced in its membership "all members of the college classes and as many others as chose to unite themselves with it." The society held periodic "exhibitions" at which declamations were delivered and compositions criticized. Occasionally a formal public lecture was delivered before this society as when, for example, Henry Ward Beecher came over from Indianapolis in 1843 to address the society. In Illinois College, as in every other institution of that period, Greek, Latin and mathematics formed the backbone of the course.

On completing the college course, students were to be "faithfully examined by the Faculty and such Committee as the Trustees may appoint, together with such other gentlemen of a liberal education as may be present."²⁹ In other words, at the end of the course there was a kind of final examination, at which not only representatives from the faculty and trustees,

²⁸ Cat. of 1836-1837; Laws of 1837, Chap. IV.

²⁹ Laws of 1837, Chap. IV. During ten weeks previous to annual commencement seniors reviewed the studies of the entire course. Cat. of 1839-1840, 12.

but also the general public in the persons of "gentlemen of a liberal education" were expected to be present.

The library of the College contained, it need hardly be said, only a small collection of books. Furthermore, like most libraries of those days, it was managed so as to discourage, rather than encourage, the use of its contents. It was opened for the use of students only at long intervals and then only for a brief time. For example, one of the early rules of the faculty directed that the library should be opened on Wednesday, "immediately after dinner, at which time alone, books can be drawn or returned."³⁰ Students who wished to have access to the library were required to pay a fee of fifty cents per term. For some unaccountable reason, the number of books a student might draw for use at home, depended upon the size of the volumes. A student might borrow at one time two octavo or smaller volumes, but only one folio or quarto volume.³¹ In 1842 the students must have demanded more frequent opportunities to consult the library, for in that year the faculty voted "that the librarian be instructed to provide for such students as may desire it, the privilege of consulting the College library daily for a compensation of two dollars a year."³²

The college calendar of the earliest years differed materially from the present arrangements. Perhaps the chief difference is found in the fact that the long vacation did not occur during the summer months. On the contrary, instruction continued throughout the hot season, and commencement, instead of occurring in June, was celebrated in September. The laws of 1837 declared that the annual commencement should be held on the third Wednesday in September; there were two vacations, one of eight weeks from commencement day and the other of four weeks from the Wednesday preceding the seventh day of April. This arrangement continued until the academic year 1839-1840, when commencement day was changed to the last Wednesday in June.³³

Reference has been made to the original faculty of the College. In addition to the professors who constituted that faculty,

³⁰ Fac. Min., June 12, 1833.

³¹ Laws of 1837, Chap. XVI.

³² Fac. Min., Mar. 24, 1842.

³³ Min., Sept. 16, 1839; Cat. of 1839-1840; Fac. Min., Sept. 14, 1839.

William Kirby, Erastus Colton, Zerah K. Hawley, Reuben Gaylord, Robert W. Patterson and Samuel Willard served at one time and another during President Beecher's administration as tutors, presumably doing most of their work in the preparatory department.

Originally it was thought that the preparatory department of the College might fill the place of a secondary school for the village of Jacksonville, but the campus was situated too far from the center of population of the town, not to mention the impassable mud of the winter and spring. Furthermore the college authorities deemed it wise to stimulate the development of public preparatory schools and not themselves "to monopolize all the departments of education."³⁴ If the public could be induced to make adequate provision for secondary education, then the College could devote itself exclusively to the field of higher learning. However, this is an ideal which it has taken many years to achieve in Illinois. Notwithstanding the urgent necessity of continuing a full preparatory department, the faculty and trustees decided in 1836 to drop the English branches from the preparatory course and to continue the classics and mathematics only so far as necessary to prepare students for admission into the freshman class.³⁵ In line with this policy, a "Jacksonville Academy" was organized in 1836 in the village with Charles B. Barton, a recent graduate of the College, as instructor. The English branches, now excluded from the preparatory department of the College, were especially to be emphasized in the studies of this village school. Its meeting place was the basement of the Congregational Church and scholars were to be admitted at the age of ten. The following year the preparatory department of the College was entirely discontinued, and for a few years the catalogues do not list any preparatory students. For a time a school under the direction of one John T. Pierce was conducted in the vicinity of the College, its special purpose being to prepare scholars for admission into the freshman class.³⁶ Pupils who registered in Mr. Pierce's

³⁴ Sturtevant, J. M., *Hist. Disc.*, 28.

³⁵ Min., Sept. 23, 1836; Cat. of 1836-1837, 9; Fac. Min., Feb. 12, Aug. 30, Sept. 7, 1836; MSS. Rpt. on Prep. Dept., Sept. 1, 1835.

³⁶ Cats. of 1836-1837—1839-1840.

school were to be allowed to room in the college dormitory. An effort was also made by the college authorities to persuade parents to send their younger sons to a preparatory school, or seminary, established in Waverly by John F. Brooks, another member of the Yale Band.³⁷ In the state of public and private education in Illinois at that time, however, it proved impracticable for the College entirely to depend upon other schools



ILLINOIS COLLEGE IN THE EARLY PART OF THE NINETEENTH CENTURY

From Mitchell's Geography.

to prepare students for the freshman class, and therefore in 1840-1841 the faculty again undertook the instruction of pupils "in those studies in which candidates for admission to the freshman class are to be examined."³⁸ In 1844, William Henry Starr was appointed instructor in the preparatory department and librarian at a salary of \$300 and rooms.³⁹

Mention has already been made of the addition to the original college building; but this addition had hardly been completed, when the need of still larger and better accommodations became apparent. Plans for a new building of considerable size were soon under discussion, and early in 1832 Mr. Bald-

³⁷ MSS. extracts from Br. Baldwin's Letter to Br. Jenney, Oct. 1, 1839.

³⁸ Cat. of 1840-1841, 14.

³⁹ Min., July 12, 1844.

win was appointed to solicit funds for the building in the East.⁴⁰ Near the beginning of the year 1833, the building was already completed. It consisted of a main middle portion, four stories high, about one hundred by forty feet, and north and south wings, each two stories high, twenty-five by thirty-five feet. President Beecher and his family moved into the north wing, while Professor Sturtevant and family occupied the south wing. The latter is still standing, being now used as a commons by the men of the College. The main portion contained rooms for students. The building, in the opinion of Mr. Sturtevant, "was not an ornament to the beautiful site," but "every room was speedily . . . occupied."

The year in which Post and Turner joined the faculty proved a trying time to both College and village, for it was the year when a terrible cholera epidemic carried off many of the settlers. During the early summer of 1833 several towns of the Mississippi Valley had been devastated by the scourge and in July it broke out in Jacksonville. The town then had a population of about eighteen hundred. It is difficult to estimate the number of the stricken. Over one hundred people died and it is said nearly one-half of the population fled from the city. Young Turner wrote to his sweetheart in the East:

To meet a man at night and attend his funeral in the morning has ceased to alarm, much less to surprise. Some die in three hours, seldom do they live twelve and very rarely twenty-four. As I have walked through the streets in the evening, I have seen through the windows and doors, the sick and the dying, sometimes four or five in the same room in a log hut, some on the bed, others on the floor, and perhaps one or two sorrow-smitten beings crawling from bed to bed to give a cup of water or to brush away the flies. On every face was written "Woe" and on every door post "Death" and on not a few "Utter Desolation."⁴¹

Among the very first families stricken was that of the Rev. J. M. Ellis. Mrs. Ellis, her two children and a niece all succumbed to the malady within a few days, mother and one child being buried in the same grave. Ellis, himself, was away in

⁴⁰ Min., Feb. 24, June 18, 1831; Jan. 17, Feb. 22, 29, 1832; Sturtevant, J. M., *Autob.*, 190.

⁴¹ J. B. Turner to Rhodolphia Kibbe, Aug. 28, 1833.

Indiana at the time. When, apparently unconscious of what had happened in his absence, he returned to Jacksonville he stopped at his church "to attend prayer meeting before going to his home." "As he entered the door he heard a friend praying for their stricken pastor, so suddenly bereft of all his family. He fell to the floor as if he had been struck by a butcher's ax."⁴² Mrs. Beecher and Mrs. Sturtevant were also stricken, but it was after the disease had somewhat "spent itself" and they both recovered.

The college community, possibly because of its situation on higher ground some distance from the village, escaped the worst ravages of the disease. College exercises proceeded but the time was sad, indeed, for faculty and students. The closing exercises of 1833 were indefinitely postponed, and students, who were alarmed for their personal safety, were given permission to go to their homes.⁴³ Although many of the students were afflicted, apparently only one, a young man named Nelson of the freshman class, died. Students and faculty courageously assisted their stricken friends, watching with them night after night and administering to their needs. The professors "gave up Latin and Greek and turned cooks, bottle-washers, etc. The College was a perfect hospital for more than two weeks." One night a student who had been faithfully watching at the bedside of his mates was taken violently sick. When the doctor was sent for, it was found that all the doctors themselves were ill. One of them, however, "sent back some medicine," and Professor Turner spent the night with the young man in a room on the top story of the new building administering large doses of laudanum, tincture of red pepper and brandy. "This threw him into a perspiration, and by repeating it once an hour, broke up the disease." When the malady spread into the country, the conditions were still more pathetic. "For some weeks, not a soul was seen approaching from the country, except here and there, a man on a horse upon the full run for 'The doctor! The doctor! For Heaven's sake, sir, can't you tell me where is the doctor? My father is dying, my wife is dead and my children

⁴² J. B. Turner to Rhodolphia Kibbe, Aug. 28, 1833; *Cf.* Baldwin, T., in *Home Missionary*, Nov., 1833, 119. Seems best to follow Turner here since he was in Jacksonville at the time.

⁴³ *Fac. Min.*, July 26, 1833.

are dying. The doctor! The doctor!' " Relief came with the colder weather of fall and winter.⁴⁴

It will be recalled that almost from the very beginning of the movement for the establishment of the College thoughts were entertained of introducing a system of manual labor for the benefit of the students. How important the idea seemed to the founders, is evident from the fact that the state legislature recognized the system in the charter which was eventually granted to the College.⁴⁵ In such a new country there were many young men of slender means and the founders of the College were anxious to lend a helping hand to every deserving youth. Whether he had money or not, if he were sincerely desirous to get an education, a way must be provided for him. Surely some plan could be devised that would make it possible for poor students to earn a large part, if not all of their college expenses. It was the same generous hope which filled the heart of Ezra Cornell when many years later he founded in the state of New York the University which bears his name. But as long as boys are boys and a college education requires serious effort, such schemes, when applied to the whole body of students, are apt to fail. It is too much to expect the average boy both to make his living and at the same time get a college education. Some can do it, but not the large majority.

The interest of the trustees and early faculty in a system of manual labor was prompted not only by the desire to help worthy young men, but also by the necessity of securing laborers for the College. Skilled mechanics and ordinary laborers were scarce in the West of those days. Land was so cheap and promised such large returns that only the highest wages would attract men. Under such circumstances why would it not be an excellent plan to utilize students especially since their labor could be secured so cheaply? The idea was embraced with enthusiasm. The trustees, before the end of the first school year, formally decided that a system of manual labor should be established.⁴⁶

⁴⁴ The best account is found in the letters mentioned from J. B. Turner to Rhodolphia Kibbe; some are reprinted in Mrs. M. T. Carriel's "Life" of her father, J. B. Turner, 18-24; others have been used in MSS.

⁴⁵ *E.g.*, see Sec. 7 of the charter.

⁴⁶ Min., Nov. 23, 1830.

Our system of mechanical labor is already in a good degree of forwardness [writes Mr. Sturtevant as early as April, 1830, to friends in the East]. We have several sets of bench tools, mostly donations from the East, and have a turning lathe now making. On the last tract of land purchased there is a building, which, with a little labor from the students, will make a good shop. [It was not possible for the College to make immediate use of this building, but] in the meantime the boarding house will be all the mechanics' shop which will be needed for the coming summer. We are under many advantages for taking hold of this sort of labor. Two of the students who have been with us from the beginning are considerably acquainted with the use of tools and one whom we expect shortly is a carpenter. Mechanical labor is very high here and the products of it will demand ready cash at a high rate. Much is to be done in this line about the institution, which would cost a great deal of money if done by a regular workman and which may be done by the students at a much more advantageous [rate] to the institution. . . . The hoe here is almost useless and everything is to be done with the plough; consequently the part which a company of students working only two or three hours in a day can perform must of necessity be small. . . . We shall however make the trial (*Deo volente*) the ensuing summer. Five acres of land are already under cultivation and three or four more of prairie which has never been broken (besides what has been rented) is under enclosure and an association of students to whom it will be rented for a certain share of the products are now preparing it for a crop of corn. The result of the experiment may form important data for further plans.⁴⁷

Edmund Flagg, a traveller from New England who visited Jacksonville in 1837, seemed especially interested in the system of manual labor in vogue in the College. In the account of his travels, after mentioning the college buildings and the "extensive grounds" connected with them, he goes on to say that the students "at their option, may devote a portion of each day to manual labor in the workshop or on the farm. Some individuals have, it is said, in this manner defrayed all the expense of their education."⁴⁸

The College thus maintained both a shop and a farm and the catalogue announced that students who wished to work

⁴⁷ MS. Extracts of Letters from the West. "From Br. Sturtevant," Apr. 3, 1830.

⁴⁸ Edmund Flagg, "Far West," I, 308 in *Western Travels*, edited by R. G. Thwaites.

their way through college might find an opportunity to do so. In 1835 the trustees appointed a committee to investigate the advisability of introducing "chair-making" as a part of the scheme, and at the same meeting the prudential committee was authorized to start an additional workshop and wareroom as soon as the college funds would permit.⁴⁹

The original plans for providing board for students were closely related to this scheme of manual labor. Mr. Baldwin was strongly opposed to the idea of a college commons. Recalling the bread and butter rebellions at Yale, he feared that a college commons in the West would be even "more prolific in rebellions than at the East."⁵⁰ The trustees proposed "to furnish the necessary buildings, utensils, etc., and rent them to the students." They proposed also "to rent them land for gardens where they might raise all their vegetables."

One vigorous student by spending a few hours each day on our farm would raise corn enough [writes Mr. Baldwin] to make a N. Eng. farmer feel proud if he had it in his crib or his garret. We flatter ourselves that the expense of board may be thus reduced very low. The substantials of life cost but little, corn from 10 to 13 cents per bushel this fall in Jacksonville—pork, \$2 per cwt. If the student is a marksman he may soon fill his barrel with venison. He will almost find it necessary sometimes to carry a club to clear his way of rabbits and prairie hens (of the same genus as the N. Eng. partridge, but larger species). [They] exist in inconceivable numbers and are easily taken (especially in the winter) and by going to Ill. River, he may in a short time load a wagon with fish. This is literally so. We think that this system of board will give effect to our manual labor system and that it will relieve us of the perplexity of managing a large boarding establishment. This plan took at once with the trustees. But another important reason which led us to the conclusion was that land here is so cheap that it would be difficult to keep a man in such an establishment. This operated more powerfully than any other reason in the minds of the Jacksonville trustees.

It was evidently the hope of the trustees that students would themselves secure their provisions by cultivating the college

⁴⁹ Min., Dec. 3, 1839.

⁵⁰ MS. Extracts of Letters from the West. T. Baldwin to A. Turner, Vandalia, Feb. 19, 1830.

farm. Several students formed an association for boarding themselves, evidently the "voluntary association" mentioned in the Letters from the West. They furnished their own provisions and employed a family to do their cooking and washing. The cost of both board and washing averaged only about eighty-three cents per week for each of the six or eight students in this association.⁵¹ During the first year, likewise, the students began the construction of a frame boarding-house for themselves, the College furnishing the material. The building was twenty by twenty-six feet in size, with a kitchen in the basement.⁵²

The scheme, however, was hardly in full operation before trouble began to brew. The same Mr. Baldwin, who had in 1830 written so hopefully and enthusiastically about the plans, found two years later by taking pains to converse with students that "considerable disappointment and dissatisfaction" existed among them with reference to the manual labor department. It was vital to the welfare of the College in his opinion that prompt measures should be adopted.⁵³ It was soon discovered that the scheme would not work. A student who came to the College from the East in 1837 also testified that the students were complaining and that the system was declining although a few worked hard and "nearly or quite" supported themselves.⁵⁴ Some years later Sturtevant expressed the opinion that if the money wasted in the manual labor scheme and the large student dormitory had been otherwise invested, "the College would have known much less of pecuniary embarrassment."⁵⁵

From what has already been written, it is evident that the expense of getting an education at Illinois College during the first decade of its existence was not very high. The total cost of room, board and tuition was estimated at about one hundred dollars per year, or about one-fourth the amount required

⁵¹ See also Minutes, Aug. 14, 1830.

⁵² MS. Extracts of Letters from the West. J. M. Sturtevant to E. Jenney, Mar. 24, 1830; also Letter from Br. Sturtevant, Apr. 3, 1830.

⁵³ T. Baldwin to J. F. Brooks, Dec. 14, 1832.

⁵⁴ Wm. P. Bradley to J. F. Brooks, May 1, 1837.

⁵⁵ Sturtevant, J. M., *Hist. Disc.*, 27.

today.⁵⁶ The original rates for tuition were twelve dollars a year for the English course and sixteen dollars for the classical course.⁵⁷ In addition to the general tuition, candidates for the bachelor's degree paid a fee of five dollars; candidates for the master's degree, six dollars. The president received as his personal perquisite four dollars of the former and five of the latter amount.⁵⁸ A few years later the perquisite to the president was abolished, nor was there to be any charge for a master's or an honorary degree.⁵⁹ The rent for a sitting-room and bedroom in the original college building was twenty dollars a year, without reference to the number of students occupying the "suite." It is remarkable how many students, in the opinion of the trustees, might occupy these rooms. The "prospectus" issued in 1830 encouraged the public to believe that "two, three, and even four students" might share these narrow quarters. Furthermore students whose fathers had contributed to the funds of the College were entitled to a reduction on their room rent of "ten per cent per annum on the sum contributed."⁶⁰ The authorities were ready to make allowances to students, amounting to thirty dollars annually, and if a beneficiary later taught a public school for three years, or went into the ministry, his obligation to repay was cancelled. Board and room could be obtained in private families in the village at rates varying from \$2.50 to \$3.50 per week.⁶¹ All of these expenses might, however, be greatly reduced by the opportunities for self-help.

Meanwhile the College was operating without a charter. It is somewhat curious that such pronounced opposition to the legal incorporation of the College should have manifested itself, but there evidently existed in the state a widespread suspicion of the whole movement to establish colleges—a suspicion which members of the state legislature shared. An effort to secure a charter from the legislature was made that winter when Mr. Beecher came to Illinois the first time. When he was

⁵⁶ See Cats. of 1836-1837; 1839-1840; 1840-1841; 1841-1842; 1842-1843.

⁵⁷ Min., Aug. 14, 1830.

⁵⁸ *Ibid.*, Sept. 23, 1836; Laws of 1837, Chap. XX.

⁵⁹ Min., June 28, 1842.

⁶⁰ *Ibid.*, Aug. 14, 1830.

⁶¹ Cat., 1836-1837; 1839-1840, 13; 1844, 19.

caught in the deep snow, it will be remembered that he was on his way back from Vandalia, the state capital, whither he had gone to labor, or "lobby," in company with Baldwin for a charter. A bill for a charter was introduced but the members of the legislature gave it a cold reception. Some said it was a scheme for uniting church and state while others suspected it might be a conspiracy of land speculators to get control of large tracts of land.⁶² "No wolf or fox would tread more carefully around a trap than do these men about our bill," complains Mr. Baldwin, "and though no one of them probably knows how Troy was destroyed, yet they appear to gather around this mysterious thing much as the Trojans did about the horse."⁶³ Some feared or professed to fear that the Presbyterians "were planning to gain undue influence in our politics and were proposing to control the government of the state in the interests of Presbyterianism."⁶⁴ John M. Peck representing the Baptists had endeavored a little earlier to secure a charter of incorporation for his school at Rock Spring, but was also unsuccessful.⁶⁵ A few years later, in 1833, the legislature did grant a charter to the Baptists, but the charter made such sweeping restrictions against the teaching of theology or the employment of any professor of theology that the friends of the enterprise never put the plan into operation.

It was not until 1835 that Illinois College finally obtained a charter from the legislature. What ignorance and prejudice the friends of learning had to overcome even in that session is evident from the declaration of a member on the floor of the lower house, who proudly proclaimed that he was "born in a briar thicket, rocked in a hog trough and had never had his genius cramped by the pestilential air of a college." However, influential friends, including especially Governor Duncan and Judge Lockwood, had now become interested in the cause. Mr. Baldwin, on hand as usual, spent an evening with the governor

⁶² Sturtevant, J. M., *Hist. Disc.*, 27.

⁶³ T. Baldwin to M. Grosvenor, Jan. 15, 1831. Apparently the bill passed the lower house, but failed in the senate at this session.

⁶⁴ Sturtevant, J. M., *Autob.*, 178.

⁶⁵ de Blois, A. K., *The Pioneer School*, 57. Act to Incorporate the Alton College of Illinois, Mar. 1, 1833.



GOVERNOR DUNCAN

Who Signed the Act of Incorporation and
Served as a Trustee from 1835 to 1844.

who promised that he would "take hold and help."⁶⁶ Furthermore Mr. Baldwin was taken into the confidence of the Senate Committee on Petitions, to whom the request for a charter would probably be referred. He was asked by the chairman of this committee to prepare a statement setting forth the arguments in favor of a college and when the committee later made its report to the senate, Mr. Baldwin's arguments were incorporated in it.⁶⁷ The arguments used by the senate committee in favor of the renewed proposal

to incorporate the College shows that the legislature was beginning to appreciate the real situation. If the state was to have a good system of common schools, where could teachers be trained for their work? The time had certainly come when the state of Illinois should have too much pride to depend upon other states for the training of its teachers. The fear of such institutions was entirely unfounded, argued the present committee. "Not only do facts prove the safety of such literary corporations, but the nature of the case also shows that they are exposed to fewer influences which may lead to a perversion than almost any other class of corporations." "Shall Illinois," asked the committee, "with its unrivalled location, beauty, fertility, and natural resources, which prepare it to stand pre-eminent in the confederacy, degrade itself in the eyes of the

⁶⁶ It was about eight months later that Governor Duncan became a member of the board.

⁶⁷ Theron Baldwin to J. M. Sturtevant, Vandalia, Jan. 23, 1835. This is a very interesting letter.

whole nation by refusing to foster literary institutions?"⁶⁸ This time, the legislature was convinced and passed the bill. Abraham Lincoln was a member of the lower house in this legislature and one cannot help wondering how he argued and voted on the proposal. Several young friends from his district were students in the College at that time and it seems inconceivable that he should not have taken an interest in the debates, but the meager records do not satisfy our curiosity.

The act provided for the incorporation not only of Illinois College but of three other institutions—Alton College, later called Shurtleff, McKendree College and Jonesboro College.⁶⁹ The last named apparently never began operations. The objects of these institutions were declared to be "the promotion of the general interests of education, and to qualify young men to engage in the several employments and professions of society and to discharge honorably and usefully the various duties of life." The boards of trustees named in the charter were given power to elect their successors and other broad powers of control were conferred upon them. However, in one or two respects, their powers were very strictly limited. For example, the establishment of a theological department in any of the colleges was absolutely prohibited, nor might any one of the colleges hold more than 640 acres of land. If any college received as a result of a gift or bequest more than the allowed amount of land, it was to have three years time to dispose of the extra acres; otherwise the lands were to revert to the donors. It is evident that the suspicions of the earlier years had not yet entirely passed away. The legislature was by no means in a mood to grant the boon of total tax-exemption which some of the later colleges of the state managed to secure. Nevertheless in later years both the restriction on theological education and that limiting the amount of land were removed by amendment of the charter.⁷⁰ To insure an observance of the principle of religious toleration in the management of these colleges, the charter provided that the schools should be open to "all

⁶⁸ MS. Rpt. of com. on charter of Ill. College, first draft prepared by T. Baldwin.

⁶⁹ An Act to Incorporate the College therein named, approved Feb. 19, 1835.

⁷⁰ Amendment removing restrictions approved Feb. 26, 1841.

denominations of Christians and the profession of any particular religious faith shall not be required of those who become students."

The trustees of Illinois College named in the act of incorporation included the following: Samuel D. Lockwood, William C. Posey, John P. Wilkinson, Theron Baldwin, John F. Brooks, Elisha Jenney, William Kirby, Asa Turner, John G. Bergen, John Tillson, Jr., and Gideon Blackburn. The number of trustees was limited to fifteen and the president of the College was made an *ex officio* member of the board. By this provision, therefore, President Beecher became a member of the board, although his name does not appear in the charter. Mr. Sturtevant was, of course, by the terms of the agreement with the Illinois Association of New Haven, originally a member of the board of trustees, but, as previously noted, he had retired when President Beecher was elected.

There has been much discussion of the question which is the oldest college in the state—Shurtleff, McKendree or Illinois. There is no doubt that Illinois College was the first to grant a degree (1835) and apparently the first to offer a full collegiate course of four years. On the other hand the Baptists were undoubtedly the first to establish a school or seminary—that organized at Rock Spring in 1827—but this enterprise died out before another school was established by them at Alton in 1832. The Methodists started McKendree as a preparatory school at Lebanon in 1828 but it was not until 1841 that this institution granted a degree in course.⁷¹

The design for the seal of the College was recommended by President Beecher. It will be noted that the device in the center is surrounded by the words "Sigillum Collegii Illinoiensis." The device itself represents three pillars—Religion, Liberty and Science, resting on the foundation of the Word of God and supporting the arch of Rights and Laws. We are informed by the trustees' record that the "import of the device may be thus briefly stated: The Word of God is the only sure foundation of

⁷¹ On this question of priority see Walton, W. C., Articles in *McKendree Review*, Mar. 11, 18, 25, 1925; de Blois, A. K., *The Pioneer School*, Chaps. II and III. Chamberlain, M. H., Hist. Sketch of McKendree Col. in *Trans. of Ill. State Hist. Soc.*, 1904, 334.

science, true liberty and religion, the three pillars of the social system, and these alone can maintain inviolate our laws and rights." The figure standing between the pillars of liberty and knowledge represents the "civil magistrate bearing the sword of justice to demand liberty and check licentiousness." A slight change was made in the seal in 1889 when the figures 1829 were substituted for the star at the bottom of the circle.⁷²



RICHARD YATES



JONATHAN E. SPILLMAN

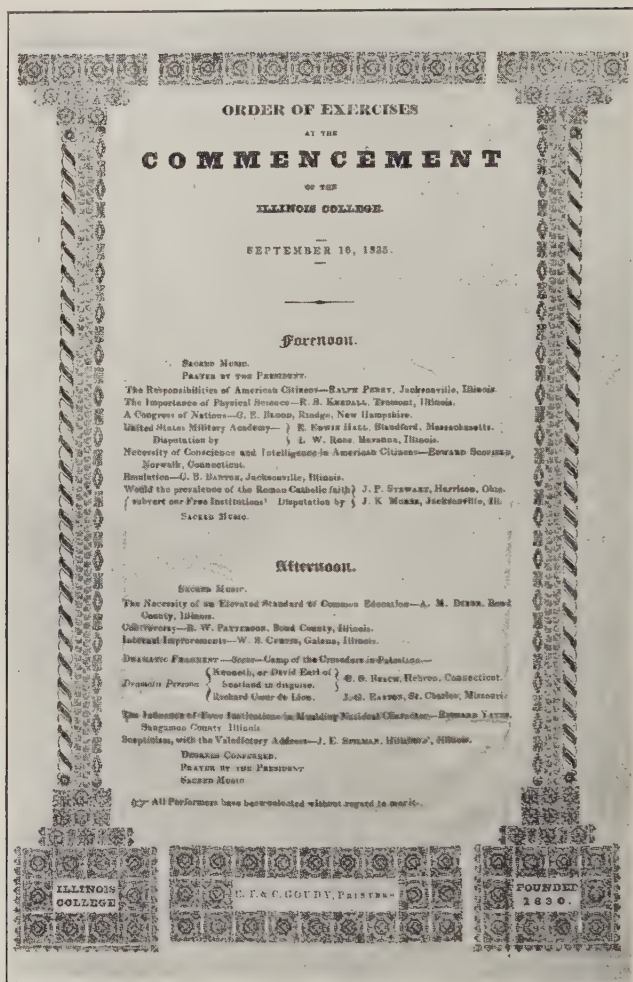
The First Graduates.

The first collegiate class was graduated from the College in 1835, the exercises being held on the sixteenth of September in the Congregational Church. The graduates on this interesting occasion were two in number—Richard Yates, who became the War Governor of Illinois, and Jonathan E. Spillman, later a minister of the gospel who wrote appropriate music to the lines, "Flow Gently, Sweet Afton." The latter was the valedictorian, but consented, as a consolation to his classmate, that Yates should be the first to receive a diploma from the College.⁷³ Young Yates spoke on "The Influence of Free Institu-

⁷² Min., Dec. 3, 1835; June 12, 1889.

⁷³ *Quarter Cent. Celebration*, 45.

tions in Moulding National Character." At this commencement two masters' degrees were also conferred, one on Benjamin Shurtleff, the generous benefactor from whom the college at



Alton takes its name and the other upon his son, Nathaniel Bradstreet Shurtleff, who later became Mayor of Boston. Both men held the degree of doctor of medicine from Harvard. President Beecher was absent on this occasion, the degrees being conferred by Professor Sturtevant.⁷⁴ Reference to the program

⁷⁴ Min., Sept. 15, 16, 1835; de Blois, A. K., *The Pioneer School*, 71.

of this commencement, herewith reproduced, shows that many other students spoke and that the exercises occupied both the forenoon and afternoon of the day.

The men who founded Illinois College had a broad vision; their outlook upon the frontier extended far beyond the walls of Illinois College. Several educational institutions, some of them today the strongest colleges and seminaries in the Middle West, owe either their origin or early growth to members of the same group of pioneer missionaries and educators who founded "Old Illinois." Grinnell, Wabash and Monticello Seminary, among others, honor men mentioned in this history of Illinois College, and if the activity of Theron Baldwin as Secretary of the Society for the Promotion of Collegiate and Theological Education at the West is taken into consideration, Oberlin, Beloit, Knox, Marietta and a host of other western colleges must be mentioned as evidence of the broad influence of the members of the "Yale Band." It is therefore not surprising that the founders of Illinois College early became interested in the education of women in the new western country. Attention has already been called to the recognition of female education in the original plans of Mr. Ellis.

The Jacksonville Female Academy, the first girls' seminary established in Illinois and one of the earliest in the Middle West, was in fact an outgrowth of the movement described in these pages. Historically, the Jacksonville Female Academy and Illinois College have always been closely related and it is therefore proper that this history should contain some account of the origin of the Academy.

When John M. Ellis came to Kaskaskia he met there Frances Celeste Brard, a young Frenchwoman of considerable intellectual accomplishments and strong personality. Their acquaintance soon ripened into affection and in a few years they were married. The Jacksonville Female Academy owes its origin at least in part to this young woman who entered very heartily and intelligently into the labors of her active husband. How she happened to be in Kaskaskia is a story of some interest. Her parents had been residents of St. Domingo, that West Indian island which was the scene of such turbulence and devastation in the Napoleonic wars. The Brards, in order to escape the

coming storm, had left the island and settled temporarily in Baltimore, where their daughter Frances was born in 1795. Subsequently, when the child was about four years of age, the family returned to St. Domingo, and was caught in the negro insurrection which made a waste of the island. However, by the aid of a friendly negro, the family escaped and returned to the United States, stopping in Philadelphia, where the daughter was placed in a French school. The parents subsequently removed to St. Thomas, leaving their daughter in Philadelphia, where in time she became a teacher of French in a private school. Miss Brard, at the death of her mother in 1819, went to Kaskaskia to reside with a married sister. Although by inheritance a Roman Catholic, Miss Brard had become a Protestant and when Mr. Ellis met her in the old French settlement on the Mississippi, she was a member of the Presbyterian congregation of that village.

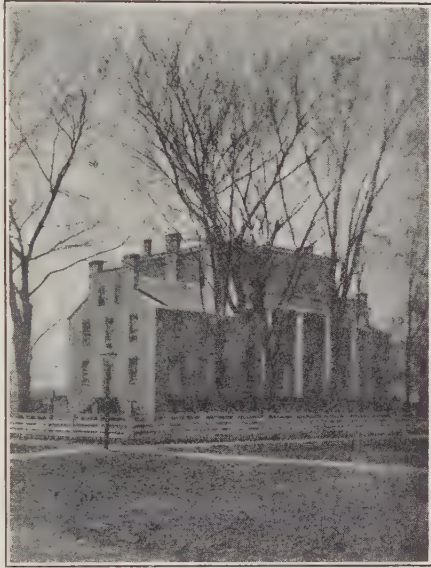
Reference has already been made to her death and that of her children during the cholera epidemic in Jacksonville. Something should now be said of her life in Jacksonville. While her husband labored for the struggling church in the village and busied himself with his plans for founding a college and a girls' seminary, the good wife actually opened a girls' school in her own home. Pupils came to her not only from Jacksonville but also from St. Louis, Kaskaskia and Prairie du Rocher. Although her cottage contained only three rooms, covering a small space eighteen by twenty-six feet, she managed to board some of these pupils. Mrs. Ellis must indeed have had her days full to overflowing. Although she never had any official connection with the Jacksonville Female Academy, her school must be regarded as the forerunner of the Academy, "and as having had not a little to do with stimulating the enterprise and moulding public sentiment in its favor."⁷⁵ Many of her pupils went into the Jacksonville Female Academy when that institution was actually opened a few years later.

The College had not been in operation a year, when a meet-

⁷⁵ Glover, L. M., Hist. Address in *Semi-Centennial of the Jacksonville Female Academy*, 13; chief sources of information regarding Mrs. Ellis are two reminiscent articles by Mrs. C. B. Barton, one in *Presby. Reporter*, Sept., 1859; the other in Norton, A. T., *Presby. Ch. in Ill.*, 66-70.

ing was held at the home of one of the trustees, John P. Wilkin-son, to consider the question of establishing "a Female Seminary in the town of Jacksonville." Samuel D. Lockwood acted as chairman of this preliminary meeting and Professor J. M. Sturtevant as clerk and the committee appointed to draft a report or plan consisted of these two gentlemen with the addition of Mr. Ellis. The committee recommended at an adjourned meeting on October 2, 1830, "that an Academy ought to be immediately established . . . to be devoted to female education" and that Jacksonville was "a situation highly favorable for the successful operation of such an institution." At that same meeting a board of trustees was chosen and a little later one of the trustees, Dr. Ero Chandler, donated the piece of land on which the Academy now stands. The school was not incorporated until 1835, when it received a charter from the same legislature which granted articles of incorporation to Illinois College.

The same prejudices which were noted in the charter of the College are reflected in the charter of the Academy; for example, the amount of land which might be held by the trustees for the purposes of the school was limited to twelve acres. Furthermore the charter of this Academy, traditionally known as the "Female Academy," expressly provided that "no particular religious faith shall be required of those who become trustees or students of the institution." Instruction began in rented quarters in 1833, approximately on the site of the present Jacksonville Journal Office, and it was not until 1835 that the



THE JACKSONVILLE FEMALE ACADEMY IN EARLY DAYS

east wing of the present academy building was built. The furnishings of the school were in part provided from the manual training workshop of the College. The first principal of the Academy was Miss Sarah C. Crocker, who was recommended to the trustees by that well-known pioneer in the movement for the higher education of women in America, Mary Lyon of South Hadley, Massachusetts.⁷⁶

Nor would the history of these times be complete without mention of the Ladies' Education Society—that pioneer organization which has really accomplished large things for the education of women in the Middle West through the financial aid which it has extended and still extends to worthy young women who are seeking an education. It was in 1832 that this society under the earlier name of "The Ladies' Association for Educating Females" was organized, with the help of the wives of the members of the college faculty.

The social life of the college community, while very simple, was nevertheless intimate and pleasant. As already stated, President Beecher and his family resided in the north wing of the new college building, while Professor Sturtevant and his family dwelt in the south wing, which still stands as the student commons. Post and Turner, still unmarried, both had rooms in the college building. A few quotations from contemporary letters will show what these friends thought of one another, and what kind of a life they lived.

A few days after his arrival in Jacksonville, Mr. Turner wrote to the sweetheart whom he had left among the hills of Connecticut: "I have become strongly attached to President Beecher. He is about two years older than myself. Our spare hour for exercise is usually spent in talking, walking or swinging. He is surely a most lovable man. Mr. Sturtevant is equally worthy, and perhaps more so, but not quite so much like myself in his taste and feelings. Their ladies, I would again say, are lovely women; all seem to exert themselves to make me contented and happy."⁷⁷ On another occasion, he wrote to the same friend in the East: "Friend Post and myself walk in our beau-

⁷⁶ Glover, L. M., *Hist. Address in Semi-Centennial of the Jacksonville Female Academy*; Act to Incorporate the J.F.A., approved Jan. 27, 1835.

⁷⁷ J. B. Turner to Rhodolphia Kibbe, Jacksonville, March 30, 1833.

tiful grove about ten rods back of the College buildings on the crown of the hill every eve for a few moments to study the stars and to catch the inspiring fragrance floating on the zephyrs. One grove is full of all kinds of wild fruit, May apples, cherries, plums, grapes, blackberries, raspberries, paw paws, nuts, etc. by the bushel."⁷⁸ That a member of the faculty might sometimes become very busy is evident from a letter which Mr. Turner wrote in August, 1835. Beecher, Post and Mr. Catlin, the financial agent, were all absent and Sturtevant was sick in bed. Mr. Graves, the superintendent of the farm and shops, and Mrs. Hitchcock, the chief cook, were also sick. It must, indeed, have been a sorry time. Turner writes:

One morning, a few days since, I found myself in this situation—6 hours regular recitation, one hour's examination of the senior class in Greek, 3 commencement exercises to read and correct, each demanding at least one hour; three letters to write on business of importance, 10 men at work in the shops to provide for, who were out of lumber, 100 and more boarders to provide for in the Hall with not flour enough to last through the day—with no money on hand, and no knowledge when I could get any and still the definite knowledge that not a pound of flour could be had without money—add to this, there was a case of discipline of several individuals for disobedience and frequent attention during the day and night to Mr. S. who was then dangerously sick, and constant calls from all quarters, farm, shop, hall, kitchen—recitations, commencement, strangers, etc. etc. However, I accidentally heard of 700 dollars, knowing which relieved me for the time and sometime before the next morning, I closed the other business of the day only to commence again . . . , and go over nearly the same round for 17 hours more. . . .⁷⁹

The impressions made upon the mind of young Professor Post will also be of interest. He wrote to his mother in 1834:

I was appointed some time last winter or spring professor of languages in the college, and have accepted. My situation is pleasant, very pleasant, as much so as I ought to wish. I am associated with some of the best men, intellectually and morally, that I have ever seen, in a spot that in beauty and fertility is the garden of the whole West, and in the

⁷⁸ Carriel, M. T., *J. B. Turner*, 30.

⁷⁹ J. B. Turner to Rhodolphia Kibbe, Aug. 29, 1835.

midst of a community that will soon be immensely rich and strong. . . . The college is situated on a height that overlooks the vast meadow before us, in one point of which you can discover nothing but prairie and sky. Immediately back of the college is a grove that forms our playground and walks and retreats in hot weather. It is a beautiful grove, the richest in fruit and flowers that I have ever seen. . . . About the college are several pleasant dwellings: one belongs to the chief Justice of the court (a very pleasant man) and family; another to a member of congress (who will probably be our next governor).⁸⁰ I live in a room by myself, a very pleasant one, from which I can look down upon the green prairies and farm houses and groves for many miles in extent. I am a bachelor yet, and probably shall remain so for the present. I board with the college faculty and their families in the college commons.⁸¹

Professor Post, however, did not remain a bachelor very long. In the spring of 1835 he made a journey to the East, and returned in November with his bride. The newly married couple spent the winter in the north wing of the main college building with the family of President Beecher. In the spring, Professor Post moved into the beautiful home of Judge Lockwood situated west of the college grounds.⁸² Here he and his growing family resided until the professorship in the College was given up for the pastorate of a church in St. Louis.⁸³ Professor Turner journeyed east for his bride the same year, although the illness of his young wife and the vicissitudes of travel delayed his return to the campus until the late winter or spring of 1836. The Turners at first returned to the old haunts of the groom in the college dormitory, and it was not until a year or more later, after they had rented houses in town, that they began the construction of that home on College Avenue, which until recently was one of the historic landmarks of the city.

The student life of these early years arouses our interest and curiosity. In some respects it has much in common with the student life of our own time, for, after all, student human nature

⁸⁰ Judge Lockwood and Joseph Duncan.

⁸¹ Post, T. A., *Truman M. Post*, 65, 66.

⁸² *Ibid.*, 77, 78. This is "Pitner Place" recently given to the College by Mrs. Eloise G. Pitner.

⁸³ *Ibid.*, 154, 155.

has not undergone any great revolution. Boys were boys then, as they still are. In those days, as in our own, they failed to get their lessons, they absented themselves from recitations, they played practical jokes, they preferred darkness to light. In some respects, however, there were differences. The spirit of discipline was totally different from that of our own day. The early professor was a sort of policeman and the student aimed to make his life as uncomfortable as possible. Practical jokes upon members of the faculty seem to have been the chief aim of student frolics. Professors inquired minutely into the daily life of students; rules and restrictions were numerous, even corporal punishment being occasionally administered. College athletics, that great safety valve for super-abundant student energy, were, of course, unknown. The absence of many of the modern conveniences and the general conditions of frontier life made necessary many regulations which have since become obsolete.

The religious life of the students was carefully and even strenuously regulated. There were morning and evening prayers in the college chapel, which all students were required to attend. Morning prayers were held "half an hour after the ringing of the second bell for breakfast" (which apparently meant prayer at the early hour of five), "and evening prayers at 6 in the summer and at 5 in the winter term."⁸⁴ Students were evidently anxious to get an early start. On one occasion the faculty received a petition requesting that morning prayers be changed from five o'clock to half past four, and that breakfast also be furnished at six instead of half past six "so that after two hours of labor subsequent to breakfast they might have a $\frac{1}{2}$ hour to themselves" before study began at nine o'clock. This zeal of the students was too much even for the faculty. The petition was not granted, because, as the record informs us, "of the many inconveniences it would occasion to the arrangements of the faculty."⁸⁵ Students were also required to attend chapel services every Sabbath, unless their parents specifically requested that they be allowed to attend services at some other place of worship in the village. The nature of the

⁸⁴ *Laws of Ill. Col.*, 1877, Chap. VII; Cat. of 1836-1837, 16.

⁸⁵ Fac. Min., June 12, 1833.

Sabbath services is evident from a ruling of the trustees directing that these consist "of Biblical instruction in the morning and a lecture on the evidences of Christianity or on some leading truth in natural or revealed religion. . . ." As may easily be imagined, trouble with students on account of absence from "prayers" was frequent. One young man, Thomas K. Beecher, brother of the President, requested leave of absence from prayers on Saturday evening in order that he might go hunting, but the request was not granted.⁸⁶

The "Laws" of 1837 solemnly enjoined students to treat the members of the faculty not only "with that politeness which is required by the rules of refined society, but also with that respect and deference which is due to them as the executors of the laws, and the constituted guardians of the institution."⁸⁷ This college code declared that the penalties for breaches of discipline should be "chiefly moral, addressed to the conscience and the principles of honor and shame," but the term "moral" had a wide application for moral punishments were enumerated as "admonition, private or before the faculty, or the class, or the students at large, suspension, limited or indefinite, dismissal and expulsion." It was an age when pecuniary fines still played an important part in college discipline. The rules declare that fines may be imposed not only in case of offenses which may cause the institution some pecuniary loss, but also "in such cases of delinquency as may seem to involve little criminality in individual cases, but threaten by frequent repetition to produce a general evil." The following instances will serve to illustrate the system of fines. In 1838 the trustees ordered the faculty to fine students twenty-five cents for every absence from college exercises, with discretionary power to remit the fine under certain circumstances.⁸⁸ Professor Turner used a system of fines to encourage students to attend to their work in his "Rhetorical Exercises," and students who retained a book from the college library longer than two weeks were fined $6\frac{1}{4}$ cents for the first week beyond the specified time, $12\frac{1}{2}$ cents for the second and 25 cents for every subsequent

⁸⁶ *Laws of Ill. Col.*, 1837, Chap. VI; Min., Aug. 15, 1832; Fac. Min., Nov. 3, 1841.

⁸⁷ *Laws of Ill. Col.*, 1837, Chap. X.

⁸⁸ Min., Sept. 18, 1838.

week.⁸⁹ Students residing in the dormitory were required to furnish "a plain table, two or three chairs, a pail, wash bowl, and pitcher, andirons, shovel and tongs, bedstead and bed clothes."

Life in a college dormitory has always had its perplexities and annoyances. The usual regulations were passed about the assignment of rooms, and the maintenance of order, neatness and cleanliness. The "Laws" formally conferred upon the occupants of a room the right to "exclude, especially in study hours, all such visitors as may interrupt their studies," but we naturally wonder whether any student ever exercised this great prerogative. Students were held responsible for any disturbance taking place in their rooms unless it could be clearly shown that the disturbance occurred without their knowledge or consent. An instructor had authority to enter the room of a student at any time. It was a standing rule of the faculty that an instructor should visit all of the rooms of the students at least once a week.⁹⁰ If a student refused to open his door when requested to do so by a member of the faculty, the latter might break open the door, and the student was to bear the expense of repairing the damage. No music, either vocal or instrumental, was permitted during study hours or after ten o'clock. Convivial meetings in students' rooms were strictly prohibited.⁹¹ Since the rooms were heated first by hearths and later by stoves, certain regulations were necessary to diminish the danger of fire. Fire—that is burning embers—was to be carried only in closed vessels. Students were directed in the summer term to provide themselves with matches in order to avoid the necessity of carrying fire. No student was to sleep in any other room than his own nor to be absent from his room after ten o'clock. The following quotation from the records of the faculty throws further light upon the dorm life of the thirties and forties. ". . . Porter and Chandler charged with insulting a fellow student by burning brimstone in his keyhole and thus exposing the college buildings to fire, were examined relative to these charges and the latter was fined five dollars and put upon confession."⁹²

⁸⁹ Fac. Min., May 18, 1837; *Laws of Ill. Col.*, 1837, Chap. XVI.

⁹⁰ Fac. Min., June 18, 1841.

⁹¹ *Laws of Ill. Col.*, 1837, Chap. XIII.

⁹² Fac. Min., Jan. 30, 1837.

Many additional examples of the trials and tribulations of those days might be cited from the records, but only a few can be mentioned. Disorders in chapel were especially frequent. The following resolution on the records of the faculty for Mar. 25, 1842, illustrates some of the difficulties: "Whereas the worship of God in the College Chapel has been disturbed by repeated and flagrant disorders, among which whittling the desks or sticks carried in for the purpose has been prominent, and whereas the students have recently been admonished publicly in relation to all irreverent conduct in the College Chapel and whereas, since said admonition the following individuals, viz. Fagg, Whitney, and Block all reported to have persevered in disturbing the worship of God by whittling, therefore voted that a committee be appointed to see said individuals and ask them directly whether the facts are as above supposed and report to the faculty at a called meeting." A member of the junior class, who later became one of the very well-known preachers of the country, apparently could not resist temptation when he went into chapel and so in spite of the fact that he was a brother of the president, he was suspended because "of repeated disorders tending to disturb the worship of God in chapel."⁹³ Fortunately he was later reinstated and his name is now among the most honored in the alumni list of the College.

In order to raise the scholarship of the institution, the faculty adopted, early in the history of the College, the plan of publicly reading in chapel the marks of the students. However, the students objected strenuously and in a short time the plan was abandoned. The college woodpile was the cause of some serious difficulties. Students were, of course, expected to chop their own wood and occasionally, as might be expected, a student would help himself to wood which some other fellow had chopped. A serious case arose in 1835 when one student assaulted another in a quarrel over the woodpile. Both claimed the same pile and one, considering his honesty impeached, struck his companion. The controversy developed in such a way that the faculty was obliged to intervene and expel the young man who committed the assault.⁹⁴

⁹³ Fac. Min., Mar. 25, June 24, 1842.

⁹⁴ *Ibid.*, Jan. 3, Nov. 19, 1833; Mar. 16, 17, 1835; Dec. 1, 1841; also Feb. 2, 1843.

Student life of those early decades was naturally more rude and boisterous than it is today. Formal religious exercises may have been numerous and compulsory, but such vices as drinking and swearing were much more common than they are today.⁹⁵ Personal encounters between fellow students, which today are of such rare occurrence, were then somewhat common. Intoxication was punished, for the first offense, by admonition and a public confession from the delinquent; for the second offense a student might be suspended or dismissed.⁹⁶ Cases of discipline for intoxication were frequent. For example, in December, 1835, the faculty spent the entire time of two successive sessions in considering the cases of three students who had been guilty of intoxication on Christmas eve. Upon full confession and a promise to reform, they were permitted to remain in the institution.⁹⁷ "Sturtevant and Turner," we read in another significant entry in the records, "were appointed a committee to investigate the case of the brandy bottle."⁹⁸ Swearing seems to have become so common an offense that the president was requested by the faculty to address the students on the subject; on another occasion the faculty appointed a special committee "on the subject of profane swearing."⁹⁹ One of the formal laws of 1837 declared: "If any student shall be guilty of using profane language, he shall be admonished, and if he still persist, he may be dismissed."

In 1836 one student "was reported as having been guilty of stabbing another in the leg with a knife" and about the same time another young man was dismissed for threatening a fellow student with a deadly weapon. It seems that it was a common practice for students to carry fire-arms. At any rate one of the "Laws" declared that "no gunpowder or fire-arms shall be kept in the college buildings or used in the college yard." Another general rule declared: "If any student shall be guilty of assaulting a fellow student, or of using personal violence towards him, he shall be required to make suitable reparation to the injured party, and be admonished privately or publicly, or

⁹⁵ *E.g.*, see Fac. Min., June 19, 1833.

⁹⁶ *Laws of Ill. Col.*, 1837, Chap. XV. ⁹⁷ Fac. Min., Dec. 30, 31, 1835.

⁹⁸ *Ibid.*, June 30, 1837; Sept. 13, 1836.

⁹⁹ *Ibid.*, July 3, 1833; June 21, 1834; Aug. 7, 1836.

punished in such other way as the aggravation of the offense may demand. For a second offense he may be dismissed or expelled." On one occasion President Beecher was requested by the faculty to "lecture the larger and smaller students with regard to their conduct towards each other in order to prevent quarrelling and on profane swearing."¹⁰⁰

Among the petty difficulties of the time were many that arose out of the management of the college commons. One recalls how Baldwin and Sturtevant at the very beginning opposed the establishment of a college commons. However the commons eventually came and with it the usual annoyances. The students persisted in making expeditions into the kitchen of the college boarding-house and into the bake-house to see what they could find. The faculty promptly resolved that all students must "refrain entirely from going to the kitchen and bake-house without it is to purchase food." They must be charged, so it was solemnly ordained, for whatever crackers or cake they took from the bake-house.¹⁰¹

On the whole college students of those days were treated more like boys than men. It was a common thing to compel students to make public confession of their guilt not only before the faculty but before the whole body of their fellow students. Sometimes a member of the faculty wrote out the confession which the student was then compelled to sign and publicly read. It seems evident from the minutes of the faculty that these confessions were numerous, for at one point in the minutes there is a reference to bundles of confessions duly numbered. Every now and then students were called before the faculty to receive formal, admonitory lectures.¹⁰² Cases of discipline that would today be handled as a matter of course by the dean or a standing delinquent student committee were apt to be considered by the whole faculty.

Examples of "physical discipline" administered by the faculty might be cited. Mrs. Mary Turner Carriel in the biography of her father mentions an interesting episode in which Professor Turner played the part of "executioner":

¹⁰⁰ Fac. Min., June 21, 1834; June 8, 15, 18, 19, 1836.

¹⁰¹ *Ibid.*, May 7, 9, 1834; Jan. 25, Feb. 20, 22, 1837.

¹⁰² *Ibid.*, Dec. 31, 1835; May 30, 1836.

The Professor took the boy up the four flights of stairs to the attic in the old dormitory, placed him, face down, upon a table, and tied his hands and feet to the four corners of the table. Then he took up a long blacksnake whip which he had provided for the occasion—laid it down, and took it up again. Finally, instead of thrashing the boy, he began to talk to him, telling him how hard it was to strike his noble father's son, as he had been directed to do, not only for the good of the school, but for his own good. The boy did not seem very deeply impressed. Laying the whip on the floor in plain view, Professor Turner then said he would have to go away for a while, but would return soon.

All that day he left the boy stretched upon the table, with the whip in sight upon the floor. By the time he returned, late in the afternoon, the boy did not need to be punished further. He had pondered long and well upon the Professor's words, and, with the whip suggestively before him, had decided to promise to do better.¹⁰⁸

Since this lad later atoned for his escapades by becoming a general in the Civil War and Auditor of the State of Illinois, it may not be improper to mention his name—Charles E. Lippincott. When it is likewise recalled that he was the son of one of the college trustees, it is evident that the faculty acted without fear or favor in these matters.

Before dismissing the subject of student life in the earliest days, perhaps one of the "boys" himself ought to be permitted to offer his testimony. The "witness" called to the stand is Samuel Willard, '43, a surgeon in the Civil War and for many years a teacher of history in the high schools of the city of Chicago. Dr. Willard gave his testimony regarding the life of students of slender means in the days of President Beecher in a tribute to his classmate, Newton Bateman, before the Illinois State Teachers' Association:

How did we live in College in those days? Classes were small; as there were no high schools or academies in those days, the colleges had preparatory departments; but all told the pupils then at Illinois hardly numbered seventy. Few were from wealthy families; many found it hard to get along. Many boarded themselves; that is they purchased food which they cooked and prepared in their own rooms. Bread we bought; other things we learned to make ourselves. We had only the ordinary heating stoves of sixty years ago; on or in these we fried or

¹⁰⁸ Carriel, M. T., *J. B. Turner*, 47.

broiled meat; boiled or fried eggs or scrambled eggs if skilful enough; we made mush; baked potatoes or apples; and in our simple fare we had healthful food at little cost. During his preparatory years, on one occasion when funds were scanty, for two successive weeks, Bateman and his roommate, who was afterwards Dr. Augustus F. Hand of Morris, Illinois, lived at a cost of 12½ cents a week for each of them. Their sole food was corn meal mush of their own making, eaten without butter, milk, syrup, molasses or any other trimming or relish. I think this experience was not repeated. . . . When Bateman and I were roommates, as we were in our junior and senior years, I lived week after week at a food cost of 62½ cents; and he spent no more than I. We were glad to pick up any odd job to earn a little.¹⁰⁴

One of the most important problems which caused much work and worry for both trustees and faculty has not yet been mentioned. It was the financial problem. If the members of the faculty had not been inspired with such missionary zeal and a willingness to make large sacrifices, the College could not possibly have weathered the financial storms which broke upon it again and again. The enterprise had been started with an original subscription of about \$13,000 of which amount, \$10,000 had been secured in the East and the balance in the West. Practically all of this sum must have been used in securing the site, erecting a building, making purchases of books and apparatus, paying travelling expenses, and providing for the various details incident to the beginning of the work. It will be remembered that Beecher and Baldwin, shortly after Mr. Beecher's arrival in Illinois, had returned to the East to secure additional funds. Just what the results of this effort were, the records do not disclose. Mr. Sturtevant remarks in his *Autobiography* that "large subscriptions were obtained that were to be paid in annual installments, but before the time of payment arrived, commercial disaster overtook many of the subscribers and our losses in consequence were large." To complete the new large building, the trustees had to borrow \$7,000, giving their own names and a mortgage on the college property as security¹⁰⁵—additional evidence that the cash collected in the East was not

¹⁰⁴ Willard, S., Memorial address on Newton Bateman at meeting of State Teachers' Assn., 22d Bien. Rpt. of Supt. of Pub. Instr., lxx.

¹⁰⁵ Min., Dec. 26, 1832.

large in amount. This loan at the high rate of interest which then prevailed proved a heavy burden to the trustees.

Although encouraging progress had been made, the College had, as yet, no permanent endowment. By 1835 a determined movement was started to increase the financial resources of the institution. Trustee Gideon Blackburn and President Beecher were appointed a committee to solicit funds "at the East or elsewhere." Sturtevant was already in the East and a little later Baldwin was also authorized to proceed to the East to act with "Dr. Blackburn and President Beecher as in existing circumstances may seem best." Practically all the members of the faculty were authorized by the trustees to go forth on this crusade for more funds.¹⁰⁶ It was hoped to raise \$100,000 "to be appropriated to the erection of new buildings, payment of debts, support of a professor of chemistry, enlargement of library and apparatus and the general enlargement and completion of the system." The movement evidently met with considerable success; at any rate the following year the trustees voted a resolution of thanks to Dr. Blackburn for his "signal success" in securing subscriptions for the College. Furthermore about this time news came of a bequest of \$10,000 from Anson Collins to establish a chair of theology. Although the clause in the charter prohibiting the teaching of theology presented a serious obstacle to the acceptance of the bequest, officers and friends hoped that some way out of the difficulty would be found.¹⁰⁷ It seems that about \$80,000 was raised in the West and about \$30,000 in the East.¹⁰⁸ It was a time of high hopes and unbounded speculation in the financial affairs of the nation, and the College evidently felt the thrill of the general financial prosperity. Plans were undertaken to enlarge still further the work of the institution. However, the terrible financial crash of 1837, which paralyzed every business enterprise of the country, also proved a severe blow to the College. The "magnificent sum" which had been raised during the previous two

¹⁰⁶ Min., Feb. 17; Mar. 30; Apr. 7, 1835.

¹⁰⁷ J. M. Sturtevant to J. F. Brooks, Ill. Col., June 1, 1835. In 1849, as a result of this bequest and with the generous coöperation of the residuary legatee, a brother, Frederick Collins, the College received \$12,500 for the establishment of the Collins Professorship of Greek and Latin, a chair which is still maintained.

¹⁰⁸ Sturtevant, J. M., *Hist. Dis. Quarter Cent.*, 30.

years was almost entirely in the form of subscription notes and now since the subscribers had failed, it melted away.¹⁰⁹ The increased expenditures, cheerfully undertaken when prospects were bright, added to the embarrassment of the situation and the debt of the College assumed alarming proportions. Salaries of the faculty had to be reduced, and professors hardly knew whither to turn for the financial support of their families. It was at this time that Professor Post, in part because of the need of additional income, accepted the pastorate of the local Congregational Church, meanwhile continuing to perform his duties at the College. No cash being available, the debts to instructors were often cancelled or reduced by the transfer of college lots. Professor Post has drawn an interesting and pathetic picture of those dark days:

The college had supposed itself well endowed, or with assurances of such endowment, when I accepted the professorship in it; but a terrible financial revolution had come on the country. Bankruptcies occurred; everywhere commerce was dead and values had vanished. The endowment of the college was largely swept away. My salary had become so reduced that it was inadequate even to an economical support of my family. My house was unpaid for, and the interest on my debt for it was every day accumulating. The lands in northern Illinois, and lots in Chicago which I had purchased for myself and Oliver Bascom with money borrowed by us in 1835 could not be sold, and the debt with its interest remained unpaid. Everything conspired to make some change necessary. I must either abandon my position and return to the profession of law, or add to my income where I was.¹¹⁰

In 1838 the trustees appointed a committee to apply to the state legislature "for aid in paying the debts of the institution to an amount not exceeding \$20,000 by loan or grant, as may best comport with their disposition towards the institution."¹¹¹ At the same meeting, the prudential committee was likewise authorized to raise "by loan or sale of property a sum, not exceeding \$20,000, to pay the debts of the College." These efforts, however, were unavailing and things moved from bad

¹⁰⁹ Over \$100,000 of doubtful subscriptions and bad debts had to be charged off the books according to a printed report of Nathaniel Coffin, dated July 25, 1841.

¹¹⁰ Post, T. A., *Truman M. Post*, 112-113.

¹¹¹ Min., Sept. 21, 1838.

to worse. It is true the College owned a large amount of land, but land was no longer a salable commodity and the taxes served only to increase the financial burden of the College. In 1840, the total cash value of all college property was estimated at \$232,910, but this did not make any allowance for the debt of more than \$18,000, nor for a large number of doubtful subscriptions. The treasurer reported to the trustees that a subscription of \$3,000 would be necessary to meet current expenses, "without diminishing our existing debts." "The question of suspending operations immediately, or of continuing instruction" depended in his opinion "upon the willingness of the faculty to labor for the College on its mere promise to pay when in funds."¹¹² The members of the faculty were invited to the meeting of the trustees and asked to express themselves. Whatever criticisms the faculty may have offered, their courage never flagged and they would not consent that the general cause of education should suffer or the standards of the College be lowered. They "signified their willingness to continue their services and to assume additional labors if necessary, as well as to contribute liberally towards the object" and so "it was decided neither to suspend operations, nor diminish the amount of instruction afforded at the College, until a fair and full appeal can be made to the community for aid." Another heroic effort was now made to pull the College out of the financial mire. The trustees voted that the president be "requested to attend immediately to this service and that the professors in the college be requested to cooperate with him, that they be specially requested to visit all parts of the state in making this appeal and as early as possible make a report of their success to the Treasurer that the Prudential Committee may be informed of their success and act upon the result or call a special meeting of the trustees to decide what shall be further necessary to be done." Apparently the appeal brought little or no response and the next year the treasurer had to make a loan of \$13,000 giving as security fifteen "bonds" of the College and a mortgage.¹¹³ That same year the president was directed "to proceed immediately to the East" to raise funds and Asa Tur-

¹¹² Nath. Coffin to Theron Baldwin, Ill. Col., Apr. 4, 1844.

¹¹³ Min., June 25, 1840; July 1, 1841.

ner was employed to assist him, while Sturtevant was to seek aid in Illinois, Iowa and Michigan. It will hardly be necessary to refer in detail to the frantic efforts of these years to raise money. Only the willing sacrifices of trustees and faculty made it possible to keep the College alive.

At the beginning of the year 1843, the College owed the president and professors \$7,497, a sum which was more than the faculty salary budget for an entire year.¹¹⁴ Other bills were apparently being paid and the result was that the members of the faculty complained of the administration of the finances by the treasurer, Nathaniel Coffin.¹¹⁵ The latter, in defense of his methods, insisted that there were certain bills that must be paid to maintain the general credit of the institution, and that for the same reason his own personal credit must be maintained, even if the salaries of professors could not be paid in full. In 1843 the treasurer made to Mr. Baldwin a somewhat lengthy written explanation of his own financial relations to the College and added several pertinent suggestions regarding the causes of the trouble. In the opinion of Mr. Coffin:

The College enterprise at Jacksonville had been commenced on a great scale. There were peculiar combinations attending its origin, requiring it to be so and the Christian community by its liberal subscriptions from 1828 to 1836 had fully warranted the Trustees in making it from the beginning a college in fact as well as in name and one worthy of the benefactors whose munificence had founded it. These Trustees . . . engaged in no land speculations or any other scheme of worldly policy to make themselves independent of that community, but relying upon its abundant aid, went forward with a zeal as ardent as the liberality which enflamed it. In doing this they had brought into operation a vast machinery of means, which altho it all appeared to move easily and harmoniously, while it was itself sustained, was manifestly calculated, whenever its own support should fail, not only to run down itself, but to carry the whole edifice with it. A part of this machinery was a workshop or manual labor system, the college commons, or self-sustaining Boardinghouse, and a great farming establishment, which was to aid them both. These were commenced in 1831, and when I came to the College were all in the full tide of—experi-

¹¹⁴ MS. Statement of Finances of Ill. Col., prepared by Nath. Coffin for Convention at Lane Sem., Mar., 1843.

¹¹⁵ Nath. Coffin to Theron Baldwin, Ill. Col., Apr. 4, 1844.

ment. It required but little penetration to see that this machinery was running us into Bankruptcy as fast as its wheels could move us, and yet to stop it suddenly would be certain ruin.¹¹⁶

He explains further how circumstances eventually forced him to take charge of the farm himself, how in less than two years, "the whole concern was brought to a close—the farm put into complete repair, tools, implements, cattle and everything liable to waste sold off and the farm itself leased for six years for a regular rent in cash." However, there seems to have been some hitch in the sale of goods and cattle so that there was an ultimate loss in the transaction. It is easy to criticize the treasurer for he was obviously being called upon to make bricks without straw.



NATHANIEL COFFIN AND HIS WIFE

We are indebted to Mr. Coffin for an interesting comparative statement of the progressive decrease in college resources, prepared for a convention of western colleges held at Lane Seminary early in the spring of 1843. The following are the figures:

	1840	1841	1842	1843	1843 (estimated)
	July 1	July 1	July 1	Jan. 1	July 1
Value of all Property	\$232,910.81	\$133,136.12	\$117,844.00	\$115,958.00	\$116,220.00
Debts	18,043.76	24,687.00	23,251.00	24,607.48	29,427.00
Net Assets	\$214,867.05	\$108,449.12	\$ 94,593.00	\$ 91,350.52	\$ 86,793.00

¹¹⁶ Nath. Coffin to Theron Baldwin, Ill. Col., Nov. 24, 1843.

It will be noted that the net value of college property shrank in three years from \$214,867 to \$86,793 or nearly 60 per cent. In the above schedule, the value of the college plant, that is the "educational campus" of thirty-three acres, the buildings and equipment, is estimated at \$50,000 and the value of the salable real estate at \$50,000. The difference between \$100,000 and the above "Value of all Property" represents, therefore, the college funds—exclusive of plant and real estate. The following figures will be of interest as showing the shrinkage in these funds, most of which were in the form of subscription notes of doubtful value:

			<i>Jan.,</i>	<i>July,</i>
<i>1840</i>	<i>1841</i>	<i>1842</i>	<i>1843</i>	<i>1843</i>
\$132,910	\$33,136	\$17,844	\$15,958	\$16,220 (estimated)

It is obvious that the College had practically no "endowment," aside from the salable real estate and the college plant. The treasurer estimated in 1843 that the College had lost through the inability of subscribers to pay their subscriptions as much as \$104,000. To pay the running expenses of the College, including, of course, the interest on the debt, he estimated, would require annually \$10,280. To meet these expenditures an estimated income from tuition and a few other sources of only \$3,454 was available. Therefore, unless the interest charge was reduced by a reduction of the debt, nearly \$7,000 a year would have to be subscribed in order to keep the College going.

Not only Illinois College, but a number of other western institutions such as Western Reserve, Wabash, Marietta and Knox were having similar difficulties and their agents were all flocking to the East begging for funds. Friends who were interested in these colleges realized that something must be done to systematize these appeals and save the colleges. It was under these circumstances that the Society for the Promotion of Collegiate and Theological Education at the West was organized in the city of New York in 1843. This Society under the direction of Theron Baldwin, who became its secretary, proved to be of great assistance to many of the early colleges which are today among the strongest in the West. The first year of its existence, it appropriated to Illinois College \$3,774, and it continued to grant additional aid from time to time.

The end of President Beecher's administration saw little or no improvement in the situation. Professor Sturtevant, returning in the fall of 1844 from a money-raising expedition in the East, found "money matters" at a very low ebb. He complained bitterly about the action of the treasurer and prudential committee in spending \$2,000 in improvements to college buildings, including \$300 used in "converting the workshop into a medical college." Whatever the necessity or expediency of these expenditures may have been, it was difficult for Sturtevant and his colleagues to see why such bills "must all be paid in preference to any claims of the professors, however urgent."

When I went away [he pathetically writes], I left my family but five dollars but left it in charge of Mr. Coffin to take care of them. They never received but ten dollars during my absence. In consequence I found the family had contracted debts and were in want of so many things as to take all the money I had left from my journey to put things on an even footing again. How I am now to live I know not. I have no hope of a dollar from the College Treasury until it is received from the society and even then, I shall not get it until all the money is repaid which Mr. Coffin has borrowed for these improvements, unless either the Trustees or society step between the Treasurer and the Professors and have a little compassion on us. . . . How I am to get along till I receive funds, I know not. I am surely called to walk by faith. May the Lord grant me his own grace to do it and make me willing to stand by this enterprise as long as my duty calls and bear all which his Providence lays upon me.¹¹⁷

Begging for money was a task which President Beecher never enjoyed, and as the financial clouds kept gathering, he became more and more discouraged. He thought that relief might be secured if he could only work in the East for a longer period and accordingly when he again went East in 1842, he took his family with him. He never returned to his duties as president. It was at this time that Professor Turner advised Dr. Peters, the secretary of the Home Missionary Society, that unless eastern friends now came to the rescue, it would be of no use for Beecher to return. He and his family might as well remain in the East and so reduce the number of mouths to be

¹¹⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., Nov. 22, 1844. A letter which he wrote to Baldwin on Dec. 31, 1844, is a little more optimistic.

fed on the pittance which was available in the West.¹¹⁸ The president did not meet with much success on this mission and his discouragement consequently increased. Mr. Beecher had accomplished much for the College and the new state, but he was after all primarily a preacher and a scholar with a real yearning for achievement in the field of philosophical thought. Deeply interested in certain theological discussions, he believed that he was among those especially called to help stem the tide of theological error which was threatening the church of the living God. Indeed, he had originally accepted the call to the presidency of the College in part because he hoped such a position would afford an opportunity for the study of these problems and the exertion of a potent influence in their correct settlement. But he had been greatly disappointed for the urgent financial needs of the College had left no time for philosophical or theological speculation. If the College was to be saved, theology would have to wait. Furthermore his health at that time was poor and therefore when a flattering call to the Salem Street Church, Boston, came to him he could not refuse. In February, 1844, he wrote to the prudential committee asking to be relieved of the presidency of the College. Although he may have lost confidence in his own ability to perform the task just then most urgent, he had not in the least lost interest in the College. On the contrary he believed his position in the East would afford him an opportunity to help the cause. As a friend, stationed "in the heart of New England and associated in council with the leading minds of the East," he might still be able to accomplish much for the College.

The reasons of my decision [he wrote to his colleagues on the faculty] are not based on any comparison of the relative importance of the Eastern and Western fields, nor of the office which I have held and that which I propose to assume. My views of the importance of the western field are unchanged, and of the importance of the institution for which I have so long laboured. Nor is it because my Eastern attachments are stronger than those to my home in the West. On the other hand my strongest earthly attachments are there. Illinois College, and all its interests are deeply engraven on my heart, and I love with undi-

¹¹⁸ Sturtevant, J. M., *Autob.*, 253; J. B. Turner to Dr. Peters, no date but evidently written at this time.

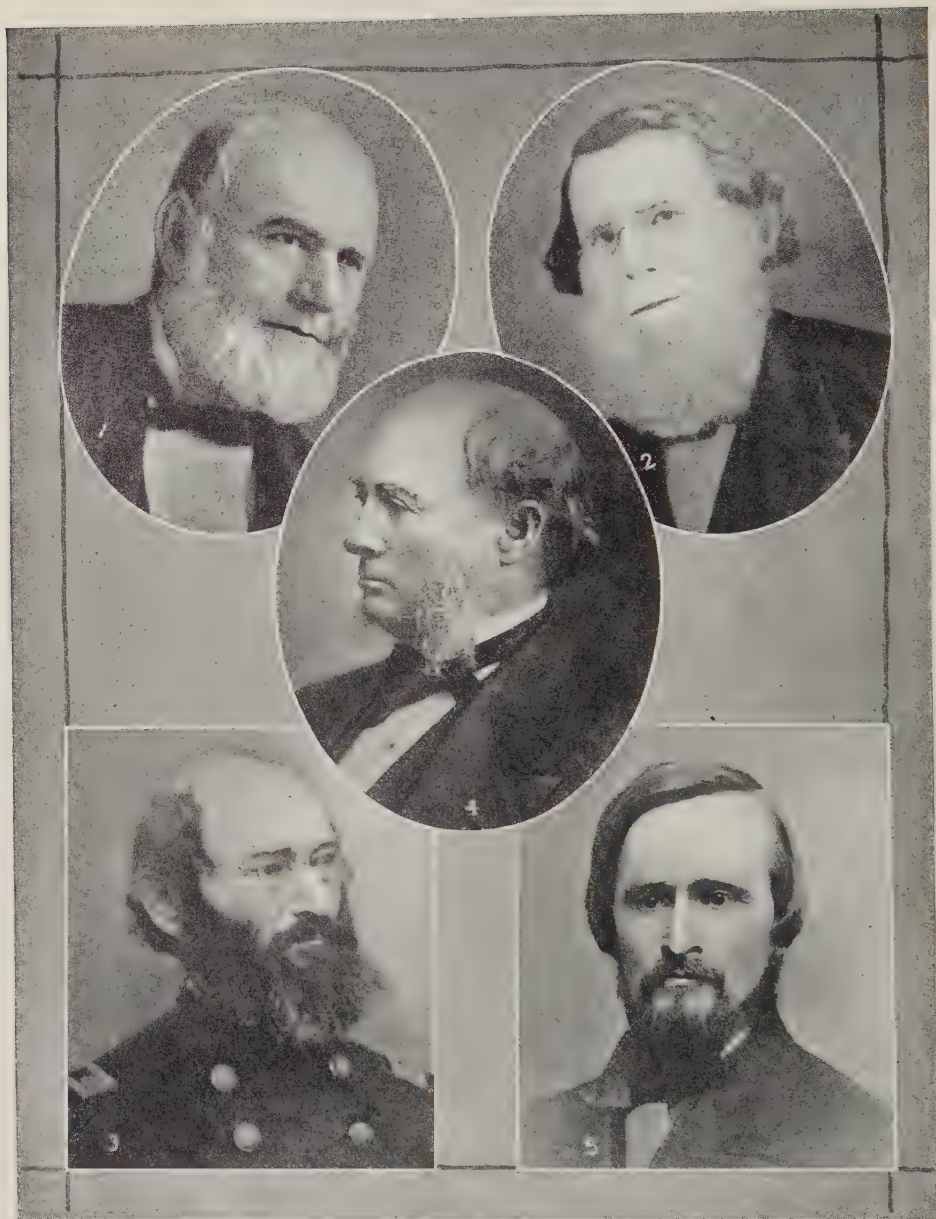
minished affection my former associates there, and in bidding farewell to college hill and its endeared occupants, and its delightful scenery and sacred associations, I sunder some of my strongest earthly ties.

The trustees accepted the resignation with sincere regret and asked for his aid in the selection of a successor. They arranged with Mr. Beecher to retain his books for the college library on the understanding that they would pay him enough to replace the volumes in his own library in Boston. It was also at this time that Mrs. Beecher presented to the trustees the oil portrait of her husband, which is still a highly valued possession of the College.¹¹⁹

Beecher and his family were sadly missed both on the college campus and in the social circles of the town. Different members of the "Beecher family," including the brilliant sisters, Catherine and Harriet, the brothers, Henry Ward and Charles "with his violin," not to mention young Thomas, who was then in college, were occasional visitors in Jacksonville and although none of them had yet achieved that celebrity which we now associate with the name of Beecher, they added lively interest and real distinction to the society of the campus.

Before leaving the times of President Beecher, it remains to discuss three other topics of importance closely identified with his administration—sectarian controversies, the establishment of the medical school and the relation of the College to the anti-slavery movement.

¹¹⁹ Letter of President Beecher to Faculty of Illinois College; J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 16, 1840; Sturtevant, J. M., *Autob.*, 253-255; Min., July 11, 12, 1844; Mrs. Beecher to Mrs. J. B. Turner, Cambridge, Nov. 5, 1844. I cannot discover any ground for Mrs. Carriel's intimation that Beecher was asked to resign—Carriel, M. T., *J. B. Turner*, 60.



DAVID PRINCE, SAMUEL ADAMS, DANIEL STAHL, EDWARD MEAD,
HENRY WING

The Faculty of the Medical School.

By Courtesy of The Journal of the American Medical Association.

CHAPTER IV

THE MEDICAL SCHOOL

THE FIRST IN ILLINOIS

THE trustees and faculty were ambitious to widen the field of instruction in the institution so as to include both law and medicine, as well as theology. Although the prohibition against the teaching of theology inserted in the original charter was repealed in 1841, no school of theology was ever organized, in spite of the strong desire adequately to prepare young men for service in the Christian ministry. Nor was a school or professorship of law ever established. Interesting to relate, however, more definite progress was made at an early date in the field of medical instruction. Just why this should have been the case, it is not altogether easy to explain, unless the special fees to be paid for instruction in medicine made this part of the plan more feasible. It is also possible that the active interest and enterprising leadership of a man like Professor Adams on the faculty and of certain pioneer doctors, like David Prince of Quincy,¹ helped to persuade the trustees to try the experiment of introducing medical instruction into the curriculum. In fact the first medical school established in the state was that organized at Illinois College, antedating, as it did, by a few months the founding of Rush Medical College in Chicago.²

After an earlier, ineffectual attempt to establish a professorship of law, the trustees again in 1841 took action looking towards the broadening of the curriculum in the direction of professional studies. They resolved "that departments of Law,

¹ Later of Jacksonville.

² The subject of this chapter has been thoroughly investigated and presented in an excellent little monograph, *A Pioneer Medical School*, by Carl E. Black, A.M., M.D. I have drawn largely on this monograph for information and general guidance. For the claim of priority made on behalf of the so-called "Franklin Medical School" at St. Charles, Ill., see Weaver, G. H., *Beginnings of Med. Ed. In and Near Chicago*, 13-16. This "school" never had a charter and never granted any degrees. Apparently it was a group of doctors who gave some instruction rather than a regularly organized and recognized school. See also Zeuch, L. H., *Hist. of Medical Practice in Ill.*, 645.

Medicine and Theology be added to the existing departments . . . and that professors be appointed in these several departments as soon as shall be judged expedient." Furthermore the prudential committee was instructed "in connection with the faculty" to report at the next annual meeting a plan for carrying the resolution into effect, and they were even "authorized in the meantime to take the preliminary steps necessary for the commencement of instruction or the raising of funds, if they shall judge it expedient."³

Although law and theology fell by the wayside, two years later, that is in 1843, a medical school was actually started. Four professorships were created and the following doctors elected to fill the chairs: David Prince of Quincy, anatomy and surgery; Samuel Adams, Illinois College, chemistry, etc.; Henry Jones, Jacksonville, obstetrics, etc.; Daniel Stahl, Quincy, theory and practice of medicine.⁴ On November 1, 1843, actual instruction in medicine began in the College.

The first year fourteen students were in attendance of whom five were graduated in 1845 with the degree of M.D.⁵ In the beginning, instruction was given in the Chapel, or "Beecher Hall," as it is now called. "Resolved," reads the record, "that the agent be authorized to lease to the Medical Department such public rooms in the Chapel—including the north attic—

³ Min., Sept. 17, 1839; June 25, 1840.

⁴ *Ibid.*, June 28, 1842; June 29, 1843; cat. of 1843-1844; the name of Dr. W. B. Herrick of Chicago also appeared in the first catalogue as "Professor of Surgical Anatomy and Surgery," but he evidently never accepted the appointment.

⁵ The following were in the first class, an asterisk (*) indicating those who received degrees:

J. G. A. Bernard	Payson
*Augustus F. Hand	Harrisburg, Vt.
John G. Howell	Diamond Grove
*M. M. Hunt	Mission Institute
A. B. Ireland	Tremont
H. K. Jones	Troy, Mo.
H. M. Lyons	Jerseyville
*Daniel Pierson	Jacksonville
*G. V. Shirley	Jacksonville
Jerome B. Tenny	Pekin
*Charles G. Terrell	Quincy
Robert G. H. Ward	Nicholas Co., Ky.
James B. Woodward	Jacksonville
John W. Young	Beaver, Pa.

as the Academical Faculty shall think can be spared from the purposes of the Academical Department." Evidently the new department was required to pay a rental for its quarters and one wonders, with Dr. Carl E. Black, whether the reference to the north attic is not "suggestive of the study of anatomy and dissecting." To crowd the new medical department into the "Chapel" proved impossible almost from the beginning and by the end of the first year steps were taken to turn the old "workshop," no longer needed for the "manual labor" experiment, into a "medical hall."⁶ This building, in remodelled form still standing on the southwest corner of Lincoln and Mound Avenues, "was a frame of rather cheap and unpretentious construction.



Courtesy of Dr. C. E. Black. The drawing was made from instructions by Dr. Samuel Willard.

It had two stories with two rooms each. The first floor had a small laboratory and clinic room, and a large dissecting room and the second floor had a small room for the professors, and a large room where the lectures were given."⁷

The course of lectures extended over a period of sixteen weeks, beginning the first of November. The charge for the full course was \$60 and an extra fee of \$5 had to be paid for "tickets for private dissections." Prospective missionaries, "wishing to pursue medical studies for that purpose," were to be admitted to the lectures without expense. The requirements for the degree of M.D. deserve perhaps to be quoted at length, illustrating, as they do, the general standards of medical education in the country at that time. The following qualifications were to "entitle a young gentleman to the degree of Doctor of Medicine":

⁶ J. M. Sturtevant to Theron Baldwin, Ill. Col., Nov. 22, 1844. Later a movement was started to build a new medical hall, but there is no evidence that the hall was actually built. J. M. Sturtevant to Theron Baldwin, Ill. Col., March 30, 1847.

⁷ Black, C. E., *A Pioneer Med. School*, 25.

1. He must possess a competent acquaintance with the Latin language, and a sufficient knowledge of all the usual branches of an English education.

2. He must have pursued a thorough course of study with some regular practitioner.

3. He must have attended two full courses of medical lectures, the last of which must be at this institution; Provided, however, that experience in the practice of medicine may be accepted in the place of one course of lectures.

4. He must pass a satisfactory examination in all branches of medical study, before the Medical Faculty, assisted by a board of censors, annually appointed for that purpose by the Trustees.

5. He must publicly read and defend a dissertation on some medical subject.

N.B. This Institution does not require any definite term of study as a condition of graduation. A thorough knowledge of all the branches of medical science, whether acquired in a longer or shorter time, must, however, be exhibited at the examination.

The requirement of a "competent acquaintance with the Latin language" seems to have been dropped after the first year. Apparently the course of lectures was repeated each year to the whole group of medical students. "This was the plan followed by all American medical schools, until the graded course of instruction was introduced at a comparatively recent date by the Chicago Medical College."⁸ After all the chief education of the pioneer doctor was obtained from his "preceptor," the "regular practitioner," with whom he "rode" and served his apprenticeship. Probably the opportunity to study with a real scientist like Dr. Adams was one of the chief advantages which the College offered to the medical student who entered the course. Among the advantages of the department enumerated in the catalogue was "a very good cabinet of preparations, consisting of connected skeletons—separate bones of all the parts—complete preparations of the blood vessels, nerves, muscles, genital organs of both sexes, organs of the voice, together with the more important anatomical plates of Bougery, and Jacobs, and Weber's full size copperplate engravings." There were also a "superior set of apparatus and plates for illustrating Practical Obstetrics," "a respectable Medical Li-

⁸ Black, C. E., *A Pioneer Med. School*, 14.

brary," and a "full set of plates of Pathological Anatomy" was promised "before the next course of lectures." A free clinic or "dispensary" was conducted twice a week at the College, where advice was given and operations performed before the class. Perhaps most important of all was the announcement that arrangements had been made "for an ample supply of fresh subjects for dissection, from abroad." Evidently "from abroad" was inserted in the announcement to allay any fears that local graveyards might be "robbed" for the benefit of the Medical School. Among the "censors," whose function it was to assist in the examinations for the degree given by the medical faculty, were the well-known pioneer practitioners of Jacksonville and nearby towns.⁹

Medical students "of good moral character" might be permitted by the president to occupy rooms in the college dormitory, provided further that they would consent to live "under the same regulations with reference to religious exercises as other students." No students of the College, on the other hand, were to be allowed to attend any of the medical lectures, except the seniors who might listen to the lectures on anatomy by paying four dollars for the course.

It probably was not easy to secure efficient teachers for the medical faculty. Outstanding in personality and ability among the members of the faculty stood undoubtedly Dr. David Prince, who served throughout the existence of the school as Professor of Anatomy and Surgery. He was not a fluent lecturer, but he ranks among the really great pioneer doctors of the state, the results of his work being recognized even abroad. Dr. Edward Mead who came to the faculty of the school in 1846 and served for only a brief year, attained considerable reputation in the state on account of his interest in the treatment of the insane.¹⁰ Both Dr. Henry Jones and Dr. Daniel

⁹ The following doctors, for example, constituted the first "board of censors":

English, Prosser & Read of Jacksonville.

Chandler of Panther Creek.

Brown of Waverly.

James of Alton.

Todd of Springfield.

Samuel of Carrollton.

Morrison of Carrollton.

Lewis of Chatham.

Rawlston of Quincy.

¹⁰ See, e.g., Weaver, Geo., *Edward Mead, M.D., The Pioneer Neuropsychiatrist of Ill.*

Stahl were, according to the recollections of their students, interesting and stimulating teachers. Dr. Adams needs no further comment.¹¹

Judged by the number of its students, the Medical School must have achieved a fair degree of prosperity. In 1846-1847, for example, it enrolled thirty-nine students, which as Dr. Black points out "was one more than the total of the four classes in the College proper and was more than one-third of the total number of students in the institution including the preparatory department." The following year there were thirty students in the Medical Department or three more than in the College. As Dr. Black also pertinently remarks, the Medical School evidently was no drain on the college treasury, for the salaries of the professors were paid out of the income from medical tuition and the College charged a rental for the medical building. Yet in spite of this apparent prosperity, the school abruptly ceased operations at the end of the academic year 1847-1848. Not a word of explanation appears in the minutes of the board of trustees, and no statement was made in the catalogue. Uncertainty and perhaps even mystery shroud the end of this pioneer medical school. Dr. Black believes that the "‘Anatomy Question’ was more important than any other single factor" in discontinuing this pioneer medical school, but Dr. Samuel Willard, one of its well-known graduates, gives a more prosaic but possibly the correct reason. As the latter recalls the situation, "The school was discontinued because it did not pay the professors who came from abroad to lose their practice at home for all they got by the professorship. For the most part they had promissory notes the payment of which was indefinite." One is inclined to give great weight to the opinion of Dr. Willard. He was always remarkably clear and accurate in his reminiscences; he was a member of the last class that was graduated from the school and certainly no crisis could have occurred on account of the "Anatomy Question" without making a lasting impression on his mind.

¹¹ See interesting description of these medical professors by Dr. Samuel Willard in Black's *Pioneer Med. School*, 35. Henry Wing was also a member of the faculty for a short period.

CHAPTER V

ILLINOIS COLLEGE AND THE ANTI-SLAVERY MOVEMENT

ILLINOIS COLLEGE played more than a minor rôle in the anti-slavery movement in Illinois and the Middle West. Its relation to the great struggle over the slavery question possesses more than a merely temporary or local interest. The importance of the issues involved, the prominence of the men who participated in the struggle, the bitterness of the dispute in a community where people from New England and the South met face to face give the story a significance that extends beyond the walls of the College and the limits of the city of Jacksonville. Some of the leaders in the local conflict, notably President Beecher, Professor Sturtevant and Professor Turner, were men of such pronounced influence upon the early moral and educational development of Illinois that any movement with which they were connected at once assumes general importance.

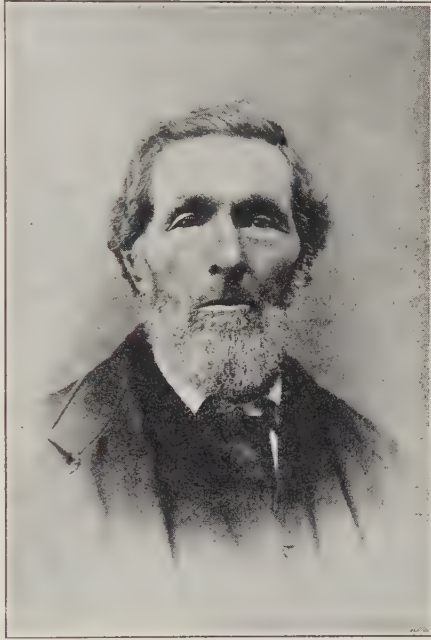
The characteristics of the early population of Illinois have already been mentioned. Not only did the fertile prairies of the state attract the ambitious, thrifty Yankee but the fact that Illinois was forever dedicated to freedom by the Ordinance of 1787 probably also influenced the pioneer from New England to settle within its bounds. The New Englander naturally brought with him his antagonism to the system of slavery. But these fertile fields were just as attractive to people from the slave states of Kentucky and Virginia. Although the Southerners could not bring their slaves to till the free soil of Illinois and although some left the South because they desired to escape direct contact with slavery, they could not entirely shake off their pro-slavery sympathies.¹ Indeed many of them hoped to see Illinois eventually become a slave state; the effort made in 1823 and 1824 to amend the state constitution so as to per-

¹ E.g., Joseph Capps left his father's plantation in Kentucky and settled in Jacksonville, chiefly on account of his opposition to slavery; David Smith freed his slaves in Alabama and came north to Jacksonville. Kofoed, C. P., "Puritan Influences in Illinois before 1860," in *Trans. of Ill. State Hist. Society*, No. 10.

mit slavery is sufficient evidence of the purpose of the pro-slavery element. The Southerners, as already noted, settled chiefly in the southern counties of the state while the New Englanders selected farms in the northern and central counties. It happened that Jacksonville, where the College had been established, was situated in the borderland region where the streams of migration from the North and South met. Mingling waters are usually turbulent. The conflicts over the slavery issue in this region were, therefore, numerous and bitter.

Although situated in a community where a large proportion of the inhabitants were opposed to the abolition of slavery, the College, on account of the views of its professors, soon became identified with the anti-slavery movement. This attitude of the faculty tended to check the growth and prosperity of the institution. Indeed, there are those who assert that had it not been for the anti-slavery position of the College, it would have grown into one of the largest colleges in the state. Dr. Sturtevant always regarded the slavery issue as one of the greatest obstacles to the progress of the institution. The recollection of the bitter conflicts over the slavery question was part of his theme when, near the end of his life, he delivered the historical address at the fiftieth anniversary of the College. Said he on this occasion: "Of the difficulties under which this college labored, in the times in which the martyr Lovejoy fell, and his printing press was thrown into the Mississippi for the advocacy of a very mild form of abolitionism, no man can form any just estimate, who was not himself an actor in those scenes. The same power that ordered and obtained the martyrdom of Lovejoy, was dogging the footsteps of the prominent teachers of this College by night and by day and ever ready to let loose upon them the dogs of war. My soul hath those times in remembrance and is humble. There are many persons who seem to have great difficulty in understanding why the progress of the College was so slow during its early history. The whole difficulty lies in their own ignorance of the facts of the case and not in any mystery which really envelops the subject. I will speak what I think. I am old enough to have a right to do so. The trustees and teachers of this College that stood by it in those bad times and saved it from extinction, have a right to

the grateful remembrance of their fellow citizens. That the College did not die in that struggle is success and ought to be glory enough."² Whatever may be the truth in Dr. Sturtevant's assertion, certain it is that a strong opposition to the school soon developed. Since the College was receiving some of its students from families of southern sympathies, the anti-slavery attitude of the faculty drove away patronage. William H. Herndon, an early student who later became the law partner of Lincoln, bears testimony in his biography of the great Emancipator to the anti-slavery influence of the faculty and its effect in leading pro-slavery families to withdraw their sons from the institution. Mr. Herndon, in writing of the death of Lovejoy in 1837, continues: "This cruel and uncalled for murder had aroused the anti-slavery sentiment everywhere. It penetrated the College and both faculty and students were loud and unrestrained in their denunciation of the crime. My father, who was thoroughly pro-slavery in his ideas, believing that the College was too strongly permeated with the virus of abo-

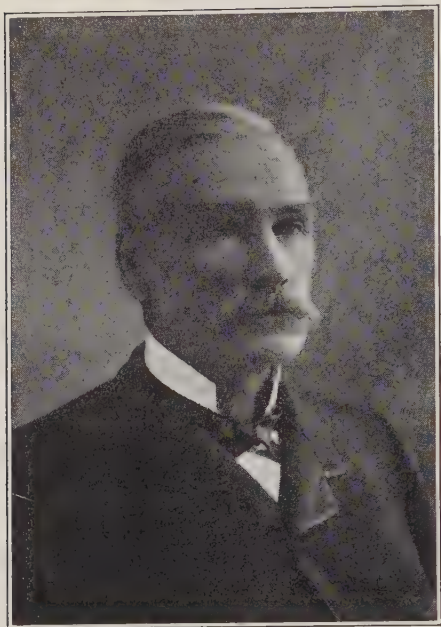


W. H. HERNDON

litionism, forced me to withdraw from the institution and return home. But it was too late. My soul had absorbed too much of what my father believed was rank poison."³ Very similar was the experience of a well-known alumnus, Judge T. J. C. Fagg of Louisiana, Missouri, who was graduated in 1842. He had entered college from a town in southern Missouri and his

² *Rambler*, May, June, 1879.

³ Herndon and Weik, *Lincoln*, I, 178, 179.



T. J. C. FAGG

father was not only intensely pro-slavery in sentiment but owned a large number of slaves. As Judge Fagg writes, he had imbibed most of his father's sentiments and feeling on the subject of slavery, but his career in Illinois College materially changed the young man's views. He remarked on one occasion to the author: "The greatest opposition I had to contend with in my professional, political and social life here in Missouri was the fact that I had graduated from Illinois College." At a meeting of the candidates for

the legislature at the town of Prairieville, Missouri, in July, 1850, Mr. Fagg announced himself as an independent Benton candidate for the legislature. His enemies at once denounced him as an "abolition emissary from Illinois College sent over to Missouri to run negro slaves out of the state." "The only thing that prevented personal violence to me," writes Judge Fagg, "was the fact that I had a small number of resolute and determined friends in the crowd who would have stood by me to the death."⁴ Further evidence of the anti-slavery influence of the College and the consequent unpopularity of the institution among its pro-slavery patrons, will become apparent as our story proceeds.

It will be worth while to examine somewhat more in detail the attitude of the faculty and founders on the subject of slavery. Kirby, Baldwin, Sturtevant and Asa Turner of the Yale Band, all became more or less identified with the anti-slavery movement of the Middle West. The president, a member of

⁴ Letter to the author, dated Louisiana, Mo., Jan. 15, 1908.

that family famous in American history for the vigorous blows which it struck at the institution of slavery, also allied himself with the anti-slavery cause. It would indeed have been strange if a member of the Beecher family had not taken the side of freedom. However the president, anxious for the welfare of his struggling institution, could not fail to perceive that his conduct on the slavery question would involve more interests than his own. Having left the pastorate of a flourishing church in comfortable Boston to help organize this college, and having sacrificed much and worked hard to build solid foundations for it, should he now endanger the prosperity of the school by assuming a position on the slavery question that would antagonize many of its patrons? When he came to the state in 1830, and for several years after, Beecher was opposed to the idea of immediate emancipation. He wanted a "cool, dispassionate" discussion of the subject and he preferred himself to remain rather passive in the discussion. "I had up to this time," he writes, "not participated at all in the public discussion which was so deeply exciting the nation, but had been merely an attentive and thoughtful spectator. Such was the magnitude of the subject, and such the consequences involved in its proper management, that, until the providence of God should make it my duty, I was glad to retire from the conflict, and spend my time in preparing for the hour, should it ever arrive, in which duty would allow me to be silent no longer. My views, when I came to this state, were decidedly hostile to the doctrines of immediate emancipation; and it was not until the year 1835 that I became satisfied, from a careful examination of the history of experiments on this subject, that the doctrine of gradual emancipation was fallacious, and that of immediate emancipation was philosophical and safe. From that time I felt it to be a matter of immense importance that measures should be taken, kindly, but thoroughly, to convince the slave states of the fact, and to urge claims of duty. Still, however, considering the magnitude and importance of the subject, and the interest, ignorance and prejudice to be encountered, I felt that more was to be hoped from deep and thorough discussions in a cool and dispassionate style, than from popular appeals and excitement."⁵

⁵ Beecher, E., *Narrative of Riots at Alton*, 21-22; 36-37.

Professor Sturtevant was, of course, closely associated with President Beecher in the days of conflict over the slavery question but he probably was less radical than the president. Like Mr. Beecher he appreciated the delicate position of the College in a pro-slavery community, although no one could imagine Mr. Sturtevant ever permitting mere expediency to control either his views or actions. He was inclined, however, even more than Beecher, to counsel moderation. This will be evident especially when the relation of the College to the murder of Elijah P. Lovejoy is further considered. As Sturtevant himself remarks in his *Autobiography*, "I went too far against slavery to win the favor of its advocates and not far enough to gain the approbation of its opponents." Sturtevant, like his friend Abraham Lincoln, belonged to that large class who hesitated to advocate total and immediate abolition in the slave states themselves but who looked with fear and abhorrence upon the threatened spread of slavery to free territory and the attempt of the slave power to stifle free speech. He very soon came to regard the slavery question as the paramount political issue before the country. For years he refused to unite with either of the two great political parties because neither Whigs nor Democrats would frankly oppose the system of slavery; in fact, it was not until 1848, when he had reached the age of forty-three years, that Sturtevant cast his first ballot in a presidential election. Not until the Free Soil Party nominated a candidate, could he find a political party worthy of his suffrage.⁶

Professor Jonathan B. Turner, much more radical than either Beecher or Sturtevant, was undoubtedly the most independent member of the faculty, if not of the community, and the term abolitionist might much more appropriately be applied to him than to any of the others. Both in the expression of his views and in his activity on the Underground Railway, Mr. Turner showed himself a most determined opponent of slavery. When others hesitated on account of natural conservatism or expediency, Turner moved forward with a decisive step. He was ever ready to lend a hand to the abolitionists of the town in helping some poor slave on the way to freedom. Professor Post's convictions were likewise strongly in favor of

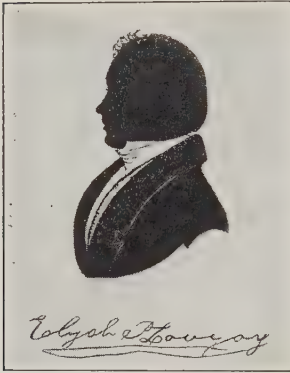
⁶ Sturtevant, J. M., *Autob.*, 223, 286, 279.

the anti-slavery cause although he hesitated, perhaps more than any of the other members of the faculty, frankly to express his opinions. Speaking on the same platform with President Beecher, Professor Post declared, years before Lincoln made his famous declaration about "A House divided against itself," that "American slavery and American liberty cannot co-exist on the same soil." When the excitement over the murder of Lovejoy was at its height, Post sent to the *New York Emancipator* an anonymous communication entitled, "An address to the people of Alton." It was a lengthy and severe arraignment of the people of Alton for the murder of Lovejoy and their outrageous attack upon the freedom of the press. One must not judge Dr. Post too severely for his failure to sign the article. The annoyance and even physical violence, which a signed article would probably have brought upon the head of the author, made him hesitate to sign his name. He remarks: "I had to keep the whole matter as secret as the grave." When Dr. Post was later called to the pastorate of the First Congregational Church of St. Louis, he did heroic service for the Union cause during the trying times at the outbreak of the war. Most of the early trustees of the College, such as Judge Samuel D. Lockwood, the Reverend Gideon Blackburn, Thomas Lippincott, and David A. Smith, as well as the members of the Yale Band, were in general opposed to slavery.

Reference has already been made incidentally to the relation of the College to the Lovejoy tragedy. A fuller account of the connection of the College with this event, which stirred so deeply the animosities of people not only in Illinois but in other parts of the Union, ought to be given. President Beecher could remain passive and silent no longer when the slave power began to attack freedom of speech and of the press. He had early become a warm friend of Elijah P. Lovejoy. He often corresponded with Lovejoy and when the latter was advocating the calling of a convention to found an anti-slavery society in Illinois, he wrote Beecher asking his advice and urging him to lend his name to the call. Beecher, however, hesitated, preferring decidedly to stand on his own ground, "to join no society, and to speak as an individual," if he spoke at all. At the college

⁷ Post, T. A., *Truman M. Post*, 94, 96.

commencement of 1837, Lovejoy was the guest of the president and the College; indeed the resolution to reëstablish the press of the *Observer* at Alton after its second destruction was reënforced by a conference of friends at Jacksonville on that occasion. It was unanimously the opinion of his college friends gathered at the conference that "in order to maintain the principles of free discussion, it was of great importance that the paper should be again established at Alton with Mr. Lovejoy



as its editor."⁸ On the occasion of this friendly visit the head of the College and Mr. Lovejoy discussed at length the project for a state anti-slavery society. Mr. Beecher was anxious that the plans for the proposed convention should be changed so far as to permit all friends of free discussion, including even those who were not in favor of organizing an anti-slavery society, to attend. A better name for the organization, he suggested, would be "the society of inquiry on the subject

of slavery." He wanted to remove as effectually as possible "causes of irritation" and danger of violence. Lovejoy did not sympathize with the president's conservative opinions, but he apparently was convinced by some of his arguments. At any rate he yielded consent to the broadened scope of the convention, although he would not change the name of the proposed society. On these conditions, President Beecher was willing that his name should be used in the call for the convention at Alton. It seems that when Lovejoy actually issued the call, he did nevertheless limit the invitation to those who believed "the system of American slavery to be sinful." This action was a disappointment to Mr. Beecher, and he went to Alton to remonstrate, again urging his friend to call *all* who believed in a frank discussion of the slavery issue into the conference. Friends of the movement seem to have been persuaded to adopt Beecher's point of view, and he accordingly ventured to publish in the *Alton Telegraph*, notwithstanding the terms of

⁸ Beecher, E., *Narrative of Riots at Alton*, 21, 24.

the official invitation, an article suggesting that "all friends of free inquiry" should come.⁹ Beecher held a nice theory, but the actual meeting of the convention quickly demonstrated that calm, deliberate discussion of the slavery issue was impossible.

Meanwhile the State Synod of the Presbyterian Church had assembled at Springfield. The delegates must have been vitally interested in the issue raised at Alton. Of the college faculty, Beecher and Professor Sturtevant were in attendance. The latter, although also a warm friend and admirer of Lovejoy, did not approve of the establishment of his press at Alton, and when the subject was under discussion at an informal meeting of the delegates, he was about the only person who advocated "the more moderate and cautious view of the situation."¹⁰ Sturtevant argued, to quote his exact words, "that the bringing of another anti-slavery press to Alton would produce nothing but disaster." President Beecher was anxious to get a unanimous protest against interference with the right of free discussion at Alton, but when it was apparent that some delegates would not favor such a vote, he withdrew the resolution. Beecher advised all who could, to attend the Alton convention.

A detailed account of the Alton convention and the events which led to the murder of Lovejoy would be foreign to the purpose of this history, but one is nevertheless interested in the actions of the president of the College. Events proved the utter futility of his plans for the convention. That body had already convened when Mr. Beecher arrived in Alton, and when he stepped into the meeting, he discovered that the convention had been virtually "captured" by the opponents of Lovejoy. The "friends of free inquiry" proved to be mostly pro-slavery sympathizers, who were claiming seats in the convention principally on the ground of Beecher's article in the *Alton Telegraph*. Dr. Gideon Blackburn of the board of trustees of the College was chosen chairman of the meeting. A committee on resolutions, consisting of Beecher, the Rev. Asa Turner and W. F. Linder, a representative of the "free inquiry" element, was appointed.¹¹ When, however, the report of

⁹ Beecher, E., *Narrative of Riots at Alton*, 25, 27.

¹⁰ Sturtevant, J. M., *Autob.*, 223.

¹¹ Notes by Samuel Willard in H. Tanner's *Martyrdom of Lovejoy*, 221, 222;

the committee was brought in, the convention refused to adopt the suggestions of the majority, adopting on the contrary the minority report in favor of pro-slavery views and adjourned *sine die*.¹² The hopes of the president of the College had not been realized. Disgusted with the tactics of the opponents of free discussion, he now became less compromising and exerted himself all the more strenuously to maintain the cause of a free press. At a meeting held in a private house, the State Anti-Slavery Society was organized. Mr. Beecher prepared the declaration of sentiments, while Elihu Wolcott, a resident of Jacksonville, who was closely associated with the faculty of the College, was elected president of the society, and among those elected vice presidents of the organization were the Rev. Asa Turner and William Kirby. On Sunday, by special request of the newly organized society, Mr. Beecher preached a sermon on the subject of slavery and again on Monday and Wednesday he preached to the citizens of Alton. Although the St. Louis papers called the addresses abolition sermons, their main thought seems to have been not so much the evils of slavery as the evils of a muzzled public opinion. Some violence was attempted during the delivery of the third sermon, but no serious outbreak occurred.¹³

President Beecher remained in Alton until the day of the tragedy, going down to the warehouse with his friend in the early morning of the fatal seventh of November to witness the storing of the press. The two remained on guard until daylight, when they returned to the home of Mr. Lovejoy. After very solemn family prayer, Mr. Beecher bade good-by to his friends and started on his way to Jacksonville. When the news of the tragedy became known in Jacksonville, an indignation meeting was held on the campus. Among the speakers was young Hern-the "Minutes" of the Alton Convention, edited by A. L. Bowen, are published in the *Journal of the Ill. State Hist. Soc.*, for Oct., 1927.

¹² Beecher, E., *Narrative of Riots at Alton*, 28; *Mo. Republican*, Nov. 4, 1837.

¹³ *Mo. Republican*, Nov. 4, 1837; H. Tanner's *Martyrdom of Lovejoy*, 136. "Mr. Beecher's discourse was interrupted for a short time in consequence of a stone being cast through one of the church windows, and he probably would have been mobbed then but for the fact that the mayor was in the meeting and we had made provision to repel any attack." See, also, testimony of Mayor J. M. Crum in W. S. Lincoln's *Alton Trials*, 37.

don and it was probably then that his father, in anger, took his son out of college.¹⁴

The tragic culmination of the troubles at Alton demonstrated the serious nature of the conflict and brought into prominence many of the friends of the martyr. Through the activity of its president, the College became closely identified with the controversy, especially in the mind of the pro-slavery element. Criticism and vituperation were aimed at Mr. Beecher and vigorous protests were made against the anti-slavery influence of the college faculty. The papers of St. Louis were violent in their attacks upon both the president and his college. The *Missouri Republican* was particularly outspoken in its denunciations of Beecher and most frank in its advice to the College. Even before the death of Lovejoy it had regretted "that the head of Jacksonville college had become identified with the course of these fanatics." Policy and propriety, in the opinion of this newspaper, "should have induced the reverend gentleman to have been at least a silent spectator, rather than a busy participator in the movements of a party, whose every step is viewed with jealousy and every act attended with more or less excitement." Beecher was held responsible for the trouble. Lovejoy would never have held out as he did if Beecher and others had not urged him to maintain his ground.¹⁵ The paper published a communication signed by "A Sucker" who claimed that he had heard Edward Beecher and his father, Lyman, pleading for funds in the East and that they had both argued that contributions to western colleges would advance the cause of abolitionism. The communication was headed: "EDWARD BEECHER—Abolitionism—Illinois College." The writer was convinced that "Messrs. Beecher were at heart abolitionists" and that they deserved "the execration of every friend of the American union." The writer was sure that "the people of the East, and particularly of New England, had been grossly humbugged in relation to the intellectual and religious wants of the West and by no individuals more effectually than the Messrs. Beecher." The public voice should speak to Beecher "in terms of thunder to vacate the presidency of the college."

¹⁴ Rankin, H. B., *Per. Recollections of Lincoln*, 112-117.

¹⁵ *Mo. Republican*, Nov. 4, 18, 1837.

Friends of President Beecher in Jacksonville naturally resented these attacks upon him and the *Jacksonville News* insinuated that the attacks of the *Missouri Republican* were due to jealousy. According to the *News*, it was "the first opportunity the *Republican* has had to show its disappointment in consequence of seeing Illinois College go ahead of the St. Louis University." This insinuation from a Jacksonville paper led the *Republican* to devote another editorial to Mr. Beecher and his college:

The doctor is now esteemed by every one as an abolitionist and by the mass in a much more odious light than was the conduct of the deceased Lovejoy. Upon him rests the censure due for the late violent proceedings, and morally and politically he stands answerable for the fatal consequences which have followed. His conduct in the late meeting, on the second and third instant, shows that under the specious pretext of maintaining abstract principles, he was pushing forward his friend and co-laborer to certain and inevitable destruction. We have ever with pride and pleasure [continued the editorial] marked the advance of the Illinois College. Not that State but this and the whole West are interested in its prosperity and the sentiments and professions of those who may preside over its destiny. Many of the young men of Missouri have been sent there for their education, and under proper auspices, we trust this would continue to be the case; but with one so deeply identified with the abolition cause as the Rev. E. Beecher now is esteemed by all to be, it cannot expect either a continuance of the support of the citizens of this or of many of that state. For ourselves, we would much rather see a host of such men, as we esteem the president to be, sacrificed than that the prosperity of the college should in the least be affected by retaining him at its head.¹⁶

But these criticisms did not alter the views of the faculty or frighten its members into silence. Professor Turner, as already indicated, took a very prominent part in the activities of the Underground Railway in Jacksonville. Together with certain students and radical abolitionists of the town, he helped several escaping slaves on their way to freedom. He tells in a reminiscient article in the *Jacksonville Daily Journal* of his part in aiding three colored women to escape in 1846.¹⁷ The women had

¹⁶ *Mo. Republican*, Nov. 18, 1837.

¹⁷ *Jacksonville Daily Journal*, Aug. 2, 1884.

run away from St. Louis in order to avoid being sold and shipped away from relatives and friends to a southern plantation. It was on "a bitterly cold night in December" that Mr. Henry Irving came to Professor Turner's house and told him "that there were three colored women escaped from the St. Louis slave market whom their friends had secreted and concealed in an old, abandoned cabin" on the outskirts of the town. Turner cutting "a heavy hickory bludgeon from the wood pile" went forth to aid the escaping slaves. With much difficulty he piloted them to the house of a certain Azel Pierson whence they were eventually taken north to the Canadian line. When Professor Turner somewhat later in a prayer-meeting boldly confessed his part in this affair, an effort was made to secure his arrest but the matter apparently was not pressed.

Among the students, Samuel Willard, William C. Carter and J. A. Coleman were strongly abolitionist in their sympathies; in fact, all three belonged to families prominent on the Underground Railway.¹⁸ One episode may be mentioned to illustrate student activity in the abolitionist cause. A southern lady, Mrs. Lisle from Louisiana, came to Jacksonville to visit relatives. She had brought with her a child and its nurse, a negro slave of about eighteen years. Illinois being free territory, the slave, it was contended, could legally claim her freedom, and the colored girl eventually, probably through the assistance of friendly abolitionists, be-



W. C. Carter

¹⁸ Willard's father was an intimate friend of E. P. Lovejoy. The family lived in Alton at the time of the tragedy.

came aware of this fact. Young Willard took her to the home of his college mate, W. C. Carter, and arrangements were soon made by Julius A. Willard, father of the student, to pilot the girl northward on the Underground Railway. The elder Willard had actually started with her towards Greenfield when the two were overtaken and brought back to Jacksonville. The girl was sent to St. Louis to be restored to her mistress who had proceeded to that place on her way home. The episode aroused great excitement in Jacksonville. A notice signed by thirty-six citizens called a public meeting "for the purpose of expressing their feeling in relation to the late outrage committed upon the property of a widow lady visiting our town by one of the citizens." The meeting was held at the Courthouse February

Notice.

The citizens of Jacksonville are requested to assemble
 at the Court-House on Thursday the 23rd inst. at 10 o'clock A. M. for the purpose of expressing their feelings in
 relation to the late outrage committed upon the property of a widow lady, visiting our town, by one of the citizens.

W. MILLER, WM. FRENCH, I. R. SIMMS, F. STEVENSON, E. T. MILLER, D. BOBB, C. HOOK, WM. BRANSON, S. HUST.	WM. G. HESLEP, A. C. DICKSON, M. WOODRICK, WM. A. SCOTT, THOS. H. LILL, F. H. NELSON, C. H. SIMMS, JAMES HURST, W. S. HURST.	W. F. GILLIAM, ALFRED TODD, THOMAS NELLY, JOHN A. FREDMAN, W. L. WARREN, H. G. REW, B. F. HESLEP, E. S. LITTON, JOHN HOLLAND.	JOHN M. DONALD, G. M. CHAMBERS, J. E. DENNY, CLYDE S. SCOTT, S. H. ALAP, J. HESLEP, G. A. DILLAP, J. J. CASSELL, J. McELINNEY.
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Feb. 22, 1843.

23, 1843, and resolutions were passed reciting the details of the "abduction." The citizens, gathered at this meeting, feared that the public might imagine that the town as a whole endorsed the action of the abolitionists and therefore took pains to rehearse the facts. They resolved, among other things:

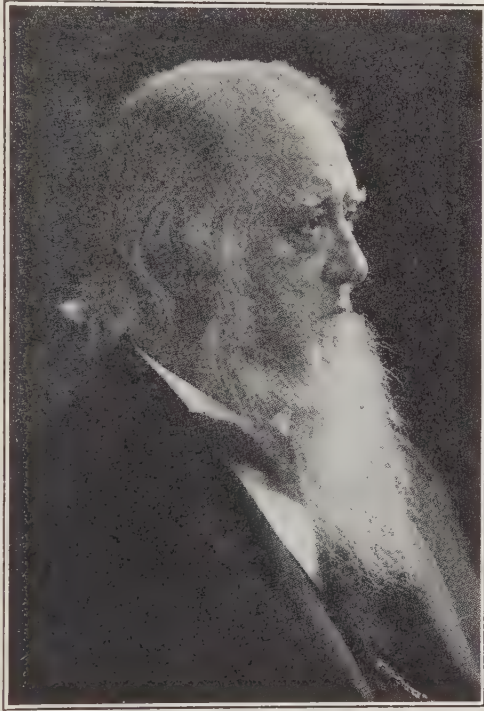
That the citizens of Jacksonville will at all times extend the hand of friendship and hospitality to their acquaintances in the South, and will be pleased to reciprocate the friendly relations of neighbors, ready at all times and on all occasions, promptly and efficiently to aid and protect them in the enjoyment of their property. And to that end, having reasons to believe that there are regular bands of abolitionists, organized with depots and relays of horses to run negroes through our

State to Canada, and that one of them is in this town, we will form an Anti-Negro Stealing Society, as we heretofore formed an Anti-Horse Stealing Society, and that we will, in this neighborhood, break up the one as we broke up the other.

That although young Willard who stole the negro, and young Carter who assisted to conceal the negro, and Coleman who pursued Messrs. Branson and Neely, are all students of Illinois College, and as yet have not been dealt with by said College; yet it may be proper for this meeting to abstain from any action in relation to the case, leaving it to the College to defend her own reputation.

That these proceedings be signed by the President and Secretary, and that they be published in the *Illinoisan*, *Missouri Republican*, and that the southern papers generally be requested to copy the same.¹⁹

The faculty of the College took no action except to refer the matter to the trustees.²⁰ However, Julius A. Willard and his son Samuel were indicted by the grand jury for "harboring and secreting a slave." They claimed in defense that the act under which the indictment was framed was in conflict with the Constitution and laws of the United States, the Constitution of Illinois and the Ordinance of 1787, and therefore void; that under the law of the state, the negress was not a slave and there-



Samuel Willard.

¹⁹ Broadside in archives of college.

²⁰ Fac. Min., Feb. 16, 23; March 2, 1843; S. Willard in letter to author,

fore it was no violation of the criminal code to secrete or harbor her. The court practically sustained the defense, except on one minor point, in the case of the father, and the indictment against the son was therefore never prosecuted. A few years later, after he had been graduated from college, young Willard was again indicted for secreting a slave. This time he pled guilty and the court entered a fine against him of one dollar and costs.²¹

It may be imagined that under these circumstances opposition to the College from the pro-slavery party did not decrease. Members of the faculty continued to suffer the criticisms that were the common lot of abolitionists or suspected abolitionists. Professor Sturtevant in a letter to a friend in 1844 laments the troubles of the faculty of the College. "It was to the college," he writes, "a time of great and sore trial and especially to the faculty. It is certain that from that time to the present, the faculty have passed few days which have not been rendered more or less unquiet by the relations of the college to the slavery question; while at some times our anxiety has been extreme. I would not consent to suffer what I have suffered on that subject in the last seven years, and am still suffering, for any other consideration than the most imperious sense of duty. When and how the Lord is to send us deliverance I know not. I think it can never come until God shall have taken some good (?) men to Heaven or made them ashamed of their complaisance to such a monstrous system as American slavery."²² The bitterness of the opposition to the College is further evident from a very threatening anonymous letter sent to Professor Turner from Louisville, Kentucky, in 1842. The letter came from a person who professed sympathy with the anti-slavery views of Mr. Turner. It warned him that an association of the slaveholders in Missouri was conspiring to kidnap him and destroy the Col-

Feb. 9, 1908, writes that it was suggested to him that since he was injuring the College, he should leave, but Prof. Post "warmly protested that such action on my part was not to be thought of; that he should be very sorry to have me leave the college, and that he was sure all his colleagues agreed with him."

²¹ Records of Circuit Court of Morgan County. Indictment: *The People v. Julius A. Willard*, filed Mar. 17, 1843; *Ibid.*, *The People v. Samuel Willard*, filed Mar. 18, Oct. 24, 1843, May 29, 1845.

²² J. M. Sturtevant to Thos. Lippincott, Mar. 13, 1844.

lege. If kidnapping failed, the professor was comforted with the assurance that "a little poison, or a hemp cord on your necks, or a messenger of lead, or a bowie knife, would be certain in time."²³

One must avoid overestimating the anti-slavery influence of the College. The pro-slavery element in Illinois and the South, always supersensitive to criticism, may have exaggerated the active opposition of the college faculty to the institution of slavery. Furthermore, with the resignation of President Beecher and the election of Professor Sturtevant to the presidency, the College possibly became more conservative on the slavery issue. Yet in spite of his good common sense and somewhat conservative attitude, Sturtevant never really dodged an issue and could always be counted on to take a firm and open stand when the occasion demanded it. It was shortly after he had been elected to the presidency, that Arthur Tappan, the well-known anti-slavery business man of New York, wrote him asking whether colored students would be admitted to Illinois College. He replied, "that while in view of public sentiment around the institution, he should question the expediency of sending such students there—yet if the trustees were to vote against their reception, he would instantly resign his position."²⁴ Some contemporaries who were associated with the abolition group in Jacksonville do not recall it as an "abolition institution."²⁵ On the other hand, they may simply have been disappointed because the College did not maintain a more radical position on the slavery question. From the facts presented it is clear that Illinois College was one of the powerful anti-slavery forces in the state. In spite of severe criticism and the loss of patronage, it consistently maintained its anti-slavery attitude. Through its faculty and the young men who had studied within its walls, like Herndon, Willard, Fagg, Yates and a host of others, the

²³ Letter to Prof. J. B. Turner, dated Louisville, Ky., Sept. 10, 1842.

²⁴ Theron Baldwin to J. M. Sturtevant, N. Y., Jan. 29, 1869; J. M. Sturtevant to Theron Baldwin, Feb. 4, 1869.

²⁵ E.g., Mrs. W. C. Carter, later the wife of the student mentioned in the text, in a letter to the author, dated Jacksonville, Jan. 17, 1908, seems "greatly surprised to learn that Illinois College was ever at any time, anywhere, called an 'abolition college,' as Judge Fagg describes."

institution exerted an influence that powerfully moulded public opinion on the slavery issue both in the state and outside of it.²⁶

²⁶ Much of the material in this chapter is taken from the author's paper on Ill. Col. and the Anti-Slavery movement in *Trans. of Ill. State Hist. Soc.*, 1908.

CHAPTER VI

FUNDAMENTALISM AND MODERNISM IN THE EARLY DAYS

NOT only did the slavery issue disturb the peace of the campus, but theological controversies also created an element of discord. It is not surprising that a narrow and uncompromising spirit dominated the religious attitude of the early settlers. Ignorance is the mother of prejudice. Since the light of learning was only flickering on the Illinois prairies of those days, enlightenment in religion was hardly to be expected. It might seem, however, that under such conditions educated Christian people would have united and worked harmoniously for the advancement of the Kingdom of God, but, on the contrary, strife and faction rent the forces of righteousness. Young Sturtevant, coming from his studies at New Haven, was greatly distressed by the discord which divided Christian people on the frontier. "In Illinois," he writes, "I met for the first time a divided Christian community, and was plunged without warning or preparation into a sea of sectarian rivalries, which was kept in constant agitation, not only by real differences of opinion, but by ill-judged discussions and unfortunate personalities among ambitious men." "No words," he continues, "can express the shock which my mind experienced. The transition from those harmonious and united Christian communities in which my life had hitherto been passed, to this realm of confusion and religious anarchy was almost overpowering."¹ The members of the faculty, keen scholars and earnest seekers after truth as they were, naturally sought to answer both for themselves and for their students some of the great questions in religion, and it is not to be doubted that they were more inclined than the people among whom they were living both to discuss and accept new ideas in religion. In Illinois, as elsewhere, it was the old story of the evolution of truth from discussion and controversy. These theological discussions in the early history of the College were greatly intensified by

¹ Sturtevant, J. M., *Autob.*, 160, 163.

the general feeling of antagonism which existed between the Congregationalists and Presbyterians. In those days there were comparatively few Congregationalists in the Middle West. Indeed it will be remembered that the two denominations had, early in the nineteenth century, entered into a scheme of friendly coöperation known as the "Plan of Union." The agreement was resulting, practically, in turning over the pioneer West to the Presbyterians. In time the Congregationalists, however, began to realize that the "Plan of Union" would prove detrimental to their denomination, that if their church was really to prosper it must be free to expand and develop wherever opportunity offered. Unless they were content to become a strictly local and declining denomination, the Congregationalists must inevitably compete with other denominations for the religious possession of the new West.

The foundations of the College had hardly been laid when our educational forefathers were forced to stand trial for heresy. A certain zealous defender of the faith, the Reverend William J. Frazer, made formal charges of heresy before Presbytery against President Beecher, William Kirby and Professor Sturtevant as early as 1833. It will not be worth while to go into the details of this trial. Suffice it to say that Presbytery "by a large majority" acquitted the accused professors. Mr. Frazer appealed to Synod, but in the end did not push the case. In fact he himself "proved to be a very unscrupulous man" who had a somewhat checkered career in the ministry.²

The young men from Yale were of course familiar with the "Plan of Union" and to a certain extent acquiesced in the terms of that agreement, even consenting in the beginning that the College should be "Presbyterian in character."³ Nevertheless they could not entirely throw off their Congregational sympathies. Although they and their friends joined the local Presbyterian churches in Illinois and united with that denomination in missionary and general religious work, they still longed for that system of church organization which they had left behind in New England. The hope that some day the Congregational system might be established in Illinois soon filled their hearts,

² Sturtevant, J. M., *Autob.*, 183, 198, 200; Norton, A. T., *Hist. of Presby. Church in Ill.*, 194, 215.

³ *Records of Ill. Assn.*, 18.

as one discovers in an early letter of Professor Adams.⁴ Jacksonville, with its college of New England origin, became, as it were, the capital of early Congregationalism in Illinois, although the first church of that denomination in the state was organized elsewhere.⁵ It was, however, a group of laymen and not the ministers and members of the college faculty who initiated the movement which led to the organization of the Congregational Church of Jacksonville scarcely four years after the establishment of the College.⁶ In fact Beecher and Sturtevant at the beginning both carefully refrained from encouraging the movement, even if they did not actually oppose it. A little later Professor Post consented to become the pastor of the church and the others gradually followed their earliest denominational inclinations, especially as they became more dissatisfied with the theology of the Presbyterians. Three other Congregational churches were organized in Illinois the same year in which the Jacksonville church was established.

The Presbyterians soon became suspicious of their Congregational friends and naturally this suspicion and antagonism fertilized the soil for the growth of sectarian controversy. Asa Turner, a member of the Yale Band, and pastor of a church in Quincy, was, for example, publicly censured by the Schuyler Presbytery for organizing Congregational churches.⁷ When members of the college faculty began to show tendencies towards even slight liberalism in religion, the more orthodox brethren at once raised a protest. Beecher, Turner, Adams and Sturtevant were all guilty of these liberal tendencies. The members of the faculty had apparently organized a kind of club in which they discussed theological doctrines very freely, but always behind closed doors. In these discussions Professor Turner seems to have been especially fertile in new ideas. Rumors of heretical tendencies and influence soon began to circulate, Professor Sturtevant being accused, for example, of having consorted with heretics because, forsooth, on one occasion he had dared to preach to a congregation of "Campbellites" and even take communion with them. Professor Adams,

⁴ Samuel Adams to William Kirby, July 25, 1845.

⁵ The first Cong. church in Ill. was established at Princeton.

⁶ Church was organized in Dec., 1833.

⁷ Samuel Adams to William Kirby, July 25, 1845.

who was not an ordained minister, was severely criticized because he was preaching regularly and because he had ventured on one occasion to pronounce the benediction. It was said that he was even teaching his students that ordination was not necessary. Even Theron Baldwin felt "sorry, sorry, sorry that the thing had occurred."⁸ Professor Turner got into a bitter epistolary controversy with Robert W. Patterson, the alumnus of the College who was then pastor of a Presbyterian Church in Chicago.⁹ Turner had been accused of denying "the divinity and personality of the Holy Spirit." He maintained that he did not deny the divinity and personality of the Holy Spirit, although he did question "the union of the Holy Spirit and the Father in one and the same being." It is evident from the private correspondence of the time that Mr. Patterson, notwithstanding his connection with the College, was one of the chief agents in spreading rumors against its religious orthodoxy.

Professor Sturtevant was greatly disturbed by this controversy. As we might expect, he stood firmly for a reasonable freedom of the faculty to discuss religious and theological problems. He insisted that the only question which the public had a right to ask regarding a member of the faculty was this: Is he a good man and a capable teacher? Writing to his friend Baldwin, he thus summarizes the position of the faculty: "Our responsibilities are great; I feel them. But we are not responsible alone. The Trustees are responsible too, and the responsibilities of all of us are not to the passion, the prejudice, the bigotry of this or that religious circle, but to reason, to conscience, and to God."¹⁰

⁸ Theron Baldwin to J. M. Sturtevant, Monticello, May 9, 1843; Jan. 18, 1843. In a letter to his friend Sturtevant, Baldwin thus explained the situation: "I suppose these two causes, to say nothing of others, operate to produce the state of feeling with reference to Illinois College—*viz*—1. The opinion that all the professors harmonize in the main as to their views of church polity, and that if the Presbyterians should leave, the whole institution would come under the control of those views. That though it might slide off from the Presbyterian platform, it would not stop on the Congregational. I suppose it is believed by many that some of the professors are not on many important points even on Congregational grounds." Theron Baldwin to J. M. Sturtevant, Monticello, May 23, 1843.

⁹ R. W. Patterson to J. B. Turner, Chicago, Oct. 28; Dec. 10, 1844; J. B. Turner to R. W. Patterson, Ill. Col., Nov. —; Dec. 4, 1844.

¹⁰ J. M. Sturtevant to Theron Baldwin, Ill. Col., May 2, 1843; Theron Baldwin to J. M. Sturtevant, Monticello, May 16, 30, 1843.

A very lengthy and frank correspondence ensued on this subject between Sturtevant and Baldwin. The latter was evidently inclined to be conservative and even somewhat critical in his attitude towards the faculty of the College. Sturtevant, on the other hand, was constantly arguing for freedom of thought and the right to express it. His views on this important principle in religion and education deserve to be quoted at length. He wrote, on May 12, 1843, to his friend:

Your two favors of 10th inst are received. The one I will attend to as soon as Judge Lockwood returns—to the other I shall briefly reply now. I think with you that the present emergency calls for a “little friendly correspondence”—yes for a full and free expression of sentiments between those who have so long stood shoulder to shoulder in the enterprise of founding Illinois College. For that enterprise to fail is for me to fail in the great effort of my life upon which years of care and toil have been expended. If it fails because the Providence of God is against it I can bear it; but the idea of its failing through any follies or blunders of ours is not tolerable. I hope therefore that you will find in me no disposition either to conceal any of my views or to take offense at any degree of freedom with which you may express yours. Do not indulge the idea for a moment that I regarded you as interfering for the purpose of “straightening” us here at the College. Your letter was not regarded in that light for a moment. I am not in that direction sensitive. I am willing to be called in question in a kind and proper manner by any one and certainly by you. . . .

I have a few words to say of Dr. Adams preaching, as I have never expressed to you my views of that subject. I suppose that had Dr. Adams done all else which he did except pronouncing the benediction and omitted that, he would have exposed himself to no censure but would rather have been regarded as meriting commendation. Would it not then have been better to have omitted it? I think so. I am sure that in like circumstances I should have omitted it. These admissions I make cheerfully. But Dr. Adams is a free man—and in the exercise of his freedom he judged otherwise and acted according to his judgment. . . .

This leads me to present this subject in another point of light in which it seems to me it is not often viewed. The Faculty of this College have rights; they have claims upon the justice, the kindness, and the sympathy of the friends of learning and religion in this State which cannot be disregarded without offending God and bringing disaster

upon the interests of Society. We are in circumstances of great difficulty and trial. We are called to sacrifice almost everything we have to sacrifice to the public weal. We not unfrequently find it very difficult to get the means of purchasing the necessities of life for our families. I do not mean that we are starving or likely to starve, but I mean that we are on so short allowance that we cannot help feeling some anxiety before one barrel of flour is gone as to the question how we are to get another—a question which it has just taken me nearly a week to answer. Now how long is it to be expected that we will continue in these circumstances if we still find that those who should sustain us and sympathize with us—distrust us—speak evil of us—and suspect us? As these murmurs have come in upon me during the past six months I have many times felt that this addition to my *burden* is more than I can bear. I have no idea of resigning—no this is my *home* and I shall bear as well as I can what is laid on me here—I *shall not flee*—but if this course is persisted in, will it not be likely to disorganize our Faculty? If so can we organize another as good or nearly as good? Is there not a danger in this direction which threatens the College and which ought to be looked to? You cannot perhaps very easily imagine the faintness of heart which has resulted from these causes during the present year. I feel that the Trustees must look into these matters and unless there are some good reasons to the contrary, afford us the assurance of their confidence and cordial support—especially that they will be ready to defend our right to that latitude of opinion which we must enjoy or we can neither respect ourselves or be respected by others. In my opinion this is the easiest as well as the most righteous mode of defending the reputation of the College. In this way it can be defended as long as the Faculty are really good men. . . .

I know not that I am accused of heresy in doctrine in any quarter. That is a consolation. Even old-school folks are ready to vouch for my orthodoxy and I find no tendency in my mind to any dissent from the evangelical system. You may expect to hear from me occasionally as I have leisure to write and I shall be glad to hear from you as often and as freely as possible.

Yours very affectionately,

J. M. Sturtevant.

A little later this theological controversy became so serious that a committee was appointed by the Presbyterian Synod of the state to investigate the charges of heresy against the faculty of the College. The committee came to Jacksonville to confer

with the members of the board of trustees. It lodged a formal complaint against the faculty. As stated by a member of the faculty against whom the charges were especially directed, they included the following four points:

1. Distrust of the orthodoxy of some of the professors.
2. Objections to the views supposed to be entertained by the professors in regard to church government, ecclesiastical orders, terms of communion, creeds and confessions of faith.
3. That the course of instruction pursued at the College was said to be such as to encourage latitudinarian views in regard to moral and religious truth,—that the students were taught to regard no philosophical nor religious truth as yet settled,—and that the utmost freedom of inquiry on these subjects was encouraged.
4. That the professors had departed from their appropriate duties and invaded the province of the Theological Seminary in lecturing and speaking within college walls not only of but against creeds, confessions of faith, and existing church organizations.

It may easily be imagined that the members of the faculty were greatly aroused by the appointment of this committee, and the formal presentation of charges. Sturtevant was convinced that "if Synod had wished to kill the College at a blow, they would have found it difficult to devise a step more directly tending to the result." This time, he began to think of resigning.—"No event has ever occurred which distressed me so much and brought me so near the point of instantly resigning all connexion with the College. The meeting of the Trustees is just at hand and if the subject is met by them in the same spirit as by the Synod, I shall feel that I have little more to do here. Those who spoke against us in Synod held us responsible for the prevalence of the transcendental scepticism of last year and I know not for what other absurdities and monstrosities which I have ever abhorred and resisted. If now the Trustees have nothing to say or do but yield to such a storm and humor the prejudices of those who have raised it, my prospect of usefulness here will be small. Still I am willing to stay by the institution even in reproach and obloquy when I feel that I have merited confidence and honor, so long as it can be made to appear my duty. I am not conscious of having merited the

harsh treatment I feel that I have received from these men and from Synod."¹¹

At first the Synodical Committee refused to confer with members of the faculty, but at length consented to be present at a meeting of the board of trustees, which the faculty were also invited to attend. At this meeting the members of the faculty were interrogated as to their theological beliefs. The faculty had previously, by formal resolution, replied to the charges of Synod as "unfounded and unjust imputations," and criticised Synod for countenancing the charges. After listening to the discussions, the trustees, however, were not convinced that the College was harboring a set of heretical professors and passed a series of resolutions expressing confidence in the religious views of the instructors. Perhaps more important than these resolutions as evidence of the confidence of the trustees in the faculty was the action of the board at this same meeting of Nov. 28, 1844, in electing one of the so-called heretics, Professor Sturtevant, president of the College. It was suspected by some that these charges had been made with the purpose of preventing the selection of Professor Sturtevant as the successor of President Beecher.¹² If that was the purpose, it had failed most signally. Furthermore, the committee appointed by Synod never made a formal report and that body finally dismissed the matter, wishing "it understood that the Synod have preferred no charges and they do not endorse any of the rumors unfavorably affecting the College."¹³ But as the years came and went, the theological thunderclouds kept gathering and their reverberations caused many a conflict among people who should have stood shoulder to shoulder for the great cause of religion and education.

¹¹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Nov. 22, 1844.

¹² *Ibid.*, Dec. 2, 1844.

¹³ Sturtevant, J. M., *Autob.*, 258.

CHAPTER VII

THE LITERARY SOCIETIES

THEIR BEGINNINGS

THE literary societies of Illinois College constitute one of the most interesting and important phases of student life "on the Hill." Furthermore, contrary to the experience of most of the older colleges and universities of the country, these societies have proved to be an enduring tradition in the student life of the institution. They have maintained themselves in spite of the changes of a century in student ideals and activities. The active members, bound together by the closest ties of friendship and loyalty, still devote themselves more or less seriously to their literary programs and the joint debates while the "old grads" rarely fail to return in large numbers to the traditional love feasts and "Triennials." Greek letter fraternities have now and then attempted to gain a foothold on the campus, but they have not been able to survive in the atmosphere of unfriendly student and alumni opinion. Not even the absorbing interests of athletics, "dramatics," social and other clubs have broken the hold of the literary society tradition upon the student body. The most serious attempt to establish a Greek letter fraternity in Illinois College occurred in 1856 when a local chapter of Beta Theta Pi was inaugurated, but in less than a decade this fraternity had died out.¹

The first literary society established in the College was probably the so-called Rhetorical Society. This was the society under whose auspices Edward D. Baker delivered an address in 1836 and Henry Ward Beecher, then a young preacher in Indianapolis, spoke in 1843. Membership in this association was evidently open to any student who cared to join. Possibly one or two other similar societies had once existed for President Sturtevant referred on one occasion to "several attempted liter-

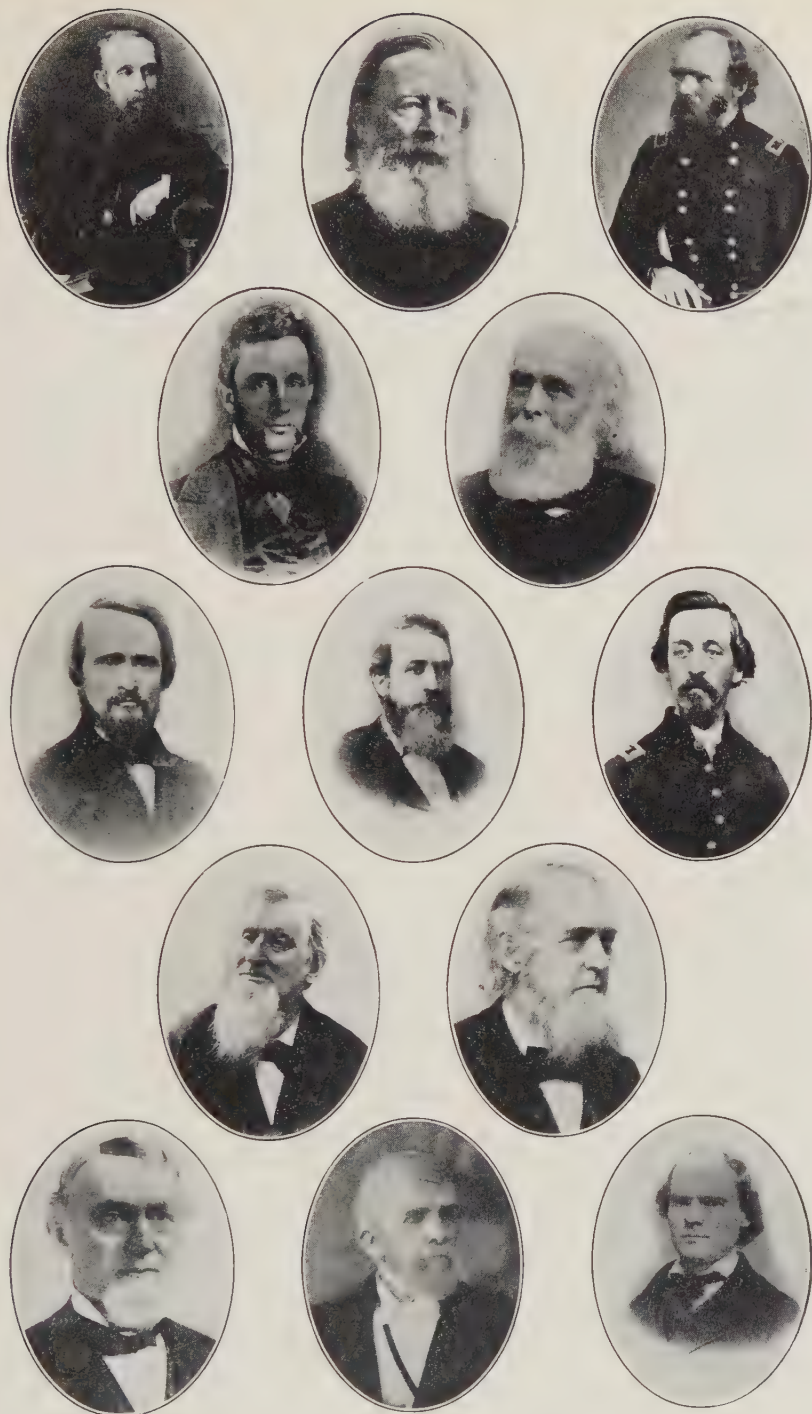
¹ *Catalogue of Beta Theta Pi*, 1899, 373-376. The total membership of the chapter during the years of its existence from 1856 to 1865 was 27. On the membership roll were the names of such students as William M. Springer, Edward A. McConnel, Edward A. Tanner and William Thomas Reid.

ary societies" which had failed to maintain their existence.² Be that as it may, it was comparatively early in the history of the College that the two oldest surviving societies, Sigma Pi and Phi Alpha sprang into existence.³

Sigma Pi was founded in 1843, near the end of President Beecher's administration. The idea which bore fruit in this new and permanent organization occurred first to Samuel Willard, '43, and Henry Wing, '44, warm friends and at one time room-mates. They were evidently leaders in discussions on various grave topics in philosophy, theology and other fields of learning which took place in the rooms of the old dormitory. They seem to have matured their plans rather carefully before they presented them to their fellow students, one of the first of whom they took into their confidence being William H. Milburn, '45, in later life well known as the blind chaplain of the United States Senate. Among the special objects which these students had in view was that of making the proposed society restricted in its membership. The earlier societies had included practically the whole student body, but that was not a principle of organization which seemed to Willard and Wing likely to promote the permanent success of their plan. After further thought and more conferences, a meeting of interested friends was finally called one Saturday afternoon in Wing's room in the old dormitory. About a dozen boys were invited to the meeting. Willard and Wing explained their plans and submitted a constitution to their college-mates, a majority of whom were ready then and there to adopt the proposals. However, the provision that members of the proposed society should be elected by ballot and that a majority of two-thirds should be required for election aroused some opposition and accordingly final action on the constitution was postponed to a future meeting. In the meantime further opposition to the proposed plans evidently developed and it was not until near the end of the

² *Catalogue of Sigma Pi Literary Soc.*, 1867, 3.

³ Since these two societies were organized nearly contemporaneously in the second decade of the College, it has seemed best to devote this brief, separate chapter to an account of their beginnings. The early history of the other societies will be explained in the later chapters as the story of the College unfolds. Chronology rather than any thought of relative importance has led me to devote a separate chapter to Sigma Pi and Phi Alpha.



FOUNDERS OF SIGMA PI

William Ireland, T. K. Beecher, John Tillson, J. B. Shaw, Newton Bateman,
 Henry Wing, Barbour Lewis, H. M. Lyons, W. E. Catlin, Samuel Willard,
 W. C. Goudy, G. W. Harlan, C. H. Tillson.
 (No photograph of J. L. Thayer was obtainable.)

term, on June 24, 1843, that the constitution was adopted and the society definitely organized. The students who were present at this meeting and who are therefore regarded as the founders of Sigma Pi were the following: Newton Bateman, '43, Thomas K. Beecher, '43, Samuel Willard, '43, Charles H. Tillson, '44, Henry Wing, '44, William E. Catlin, '45, William C. Goudy, '45, William Ireland, '45, Barbour Lewis, '45, Henry Lyons, '45, Joseph L. Thayer, '45, John Tillson, '45, George W. Harlan, '46, and John B. Shaw, '46. Charles H. Tillson was chosen president and Barbour Lewis, secretary. "On motion it was resolved that each member should pledge himself to secrecy respecting the existence and objects of the society."⁴ Strange to say some of the founders never became active members, the explanation being that they were graduated before the society actually got under way. Bateman and Beecher, for example, are only on the list of honorary members, but Willard who returned the following year as a tutor was taken into active membership.

The first exercises of a literary nature were not held until November 12 when, in the northwest recitation room of what is now Old Beecher, James H. Henry, '44, "maintained at much length the affirmative of the question, 'Are the productions of ancient English poets superior to those of the present century?'" Tillson, Willard and Wing defended the negative, and, interesting to note, the society voted in favor of that side of the question.⁵ The organization of the society at the end of a college year evidently also delayed for some time the selection of a name. It was not until the next college year that Barbour Lewis suggested to Willard "Union and Progress" as the appropriate objects of the society and it was about a month later that Willard proposed the name Sigma Pi, the letters being the initials of the Greek words Σύστασις καὶ Προκοπή, *Union and Progress*. Henry Wing proposed the society's motto: "Let there be light" from the Hebrew sentence in Genesis.⁶

⁴ Minutes of Sigma Pi, June 24, 1843. It seems likely that these particular minutes were inserted into the record at a later date, perhaps being a transcript from an earlier record.

⁵ *Ibid.*, Nov. 12, 1843.

⁶ Introd. to Cat. of Sigma Pi, 1867; Minutes of Sigma Pi, Nov. 12; Dec. 8, 1843.

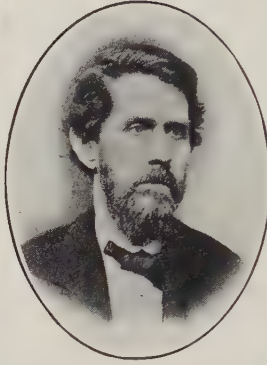
The principle of a restricted membership and a slight element of secrecy characterized the Sigma Pi society. An effort was made very early in the history of the society to amend the constitution so as to require initiates to pledge their honor to "keep secret the signification of the name of the society." This amendment failed to pass, but another binding members not to divulge anything said or done at any of the meetings became a part of the constitution, and this pledge seems to have been taken by successive generations of initiates for about twenty years.⁷ However there never were any grips or passwords nor any of the other "secrets" which usually characterize college fraternities. The element of a restricted membership still continues as one of the characteristic features of the society.⁸

It was not long before another society came into existence. What one group had done might also be accomplished by another. Little is known about the earliest conferences of individual students or the "talk" on the campus, which led to the organization of another society, but the spirit or motive which called the new society into being is well reflected in a bit of reminiscence from one of the founders: "We felt that there was an outside element of good fellows, who ought to be united. We might not be as pious as others; we did not claim, as they did, any great amount of intellect and culture; still, we hoped we had some, and finally determined to band ourselves together and have a society of our own, . . ."

So it happened that on Thursday evening, Sept. 25, 1845, seven students gathered in the room of Greenbury R. Henry in the northeast corner of the third floor of the old dormitory, and resolved to form another literary society. The group usually referred to by their successors in the society as the "Immortal Seven" consisted of Florence E. Baldwin, '46, Greenbury R. Henry, -48, William Jayne, '47, Henry S. Van Eaton, '48, Robert Wilkinson, '47, Robert D. Wilson, -50

⁷ Min. of Sigma Pi, June 25, Dec. 4, 1845. Reminiscences of Ensley Moore, '68, in personal statement to author.

⁸ For the history of Sigma Pi see also Moore, E., Address, Historical, of the Sigma Pi Society, 1871; Eames, C. M., A Hist. Paper, Read at the Triennial Reunion, June 2, 1886; Catalogues of the Sigma Pi Society, 1862; 1882; Reminiscences of S. Willard in *Rig Veda*, 1910, 43.



FOUNDERS OF PHI ALPHA

Nehemiah Wright, G. R. Henry, Robert Wilkinson, H. S. Van Eaton, F. E.
Baldwin, R. D. Wilson, William Jayne, P. C. Ross.

and Nehemiah Wright, -49.⁹ Young Henry was chosen temporary chairman, while Baldwin, Jayne and Wright were appointed a committee to prepare a constitution. Five days later the constitution was reported and adopted. Phi Alpha, the initial letters of the Greek words, Φίλοι Ἀληθείας, *Lovers of Truth*, was the name given to the society, and its motto was declared to be "Onward and Upward." A historian of the society assures us that "from the start it was democratic in constitution and tendency, and, remembering the battle it had to fight, we should not be surprised if it were radically and defiantly so." Members pledged their honor "to preserve secrecy" regarding certain clauses of their constitution, but as in the case of the earlier society, this regulation had no special significance. It is easy to overemphasize contrasts, but it seems on the whole true to say that Phi Alpha, organized as a rival society to Sigma Pi, has built on a foundation of broader democracy in the selection of members. It is probably true that greater harmony of purpose and a warmer spirit of fraternity have characterized the membership of Sigma Pi, while a refreshing independence and individual freedom have been the glory of Phi Alpha. It is not surprising, therefore, that Phi Alpha attracted during the controversy over slavery men of both parties. It is significant that the students who in later years got into trouble with the faculty on issues relating to the slavery question were usually members of Phi Alpha. As the same Phi Alpha historian just quoted explains, "During the war, there was a strong Democratic element in the society, and although the debates and decisions were not disloyal, they did not always uphold President Lincoln." The students who entered college from the border states of Kentucky and Missouri usually joined Phi Alpha.¹⁰

⁹ It is possible that Pike C. Ross was also in this group; at any rate he joined the movement at a very early date and his name is sometimes also mentioned among the founders.

¹⁰ For the history of Phi Alpha see especially Sketch of Phi Alpha in the Society Catalogue of 1890 and A Successful Experiment in Applied Democracy, a historical address delivered by William D. Wood, '72, at the seventy-fifth anniversary in 1920. The original book of minutes is not at hand, the first existing volume beginning with the date of Oct. 12, 1853. From that time the records are complete. The oldest volume contains a few scant minutes which evidently are transcripts from an earlier record.

The selection of the quarters which the societies have now been occupying for nearly seventy-five years is an episode which deserves to be recorded. The early meetings were held in various places, often in the rooms of the old dormitory. Phi Alpha, after abiding for a short time in the "dorm," moved to a recitation room in the northwest corner of the second floor of the present Beecher Hall. When the new college building, the present Sturtevant Hall, was completed in 1856, the literary societies were given their choice of the two rooms in the south end of the original college building. However, it was a delicate question to determine which society should have the upper, and which the lower room—so delicate that the trustees left it to the societies themselves to settle. Evidently they did not care to settle the matter by lot and therefore it was finally agreed that if Phi Alpha would pay into the Treasury of Sigma Pi the sum of seventy-five dollars, the Phis might have first choice.¹¹ Phi Alpha paid the money and took the lower room. After many years Sigma Pi has finally acquired the whole upper floor while Phi Alpha occupies the entire lower story.

In the course of time each of these two societies has accumulated a library of fair proportions. In the days before the college library had reached its present size and degree of usefulness, the members of the societies made large use of their own libraries and efforts were frequently made to secure new books. In later years, however, the society libraries have not been expanding and the members make comparatively little use of them. For many years the societies conducted "lecture courses." In the days when the lecture platform was popular throughout the country, these lectures often brought a little money into the society treasuries and gave both students and citizens an opportunity to see and hear men of national reputation. Among others, Mark Twain, Senator Samuel C. Pomeroy, George D. Prentice, Horace Greeley, Frederick Douglass and Wendell Phillips lectured under the auspices of one society or the other. The profits, if there were any, were usually set aside for the purchase of new books.

Among the lecturers engaged by Phi Alpha was Abraham

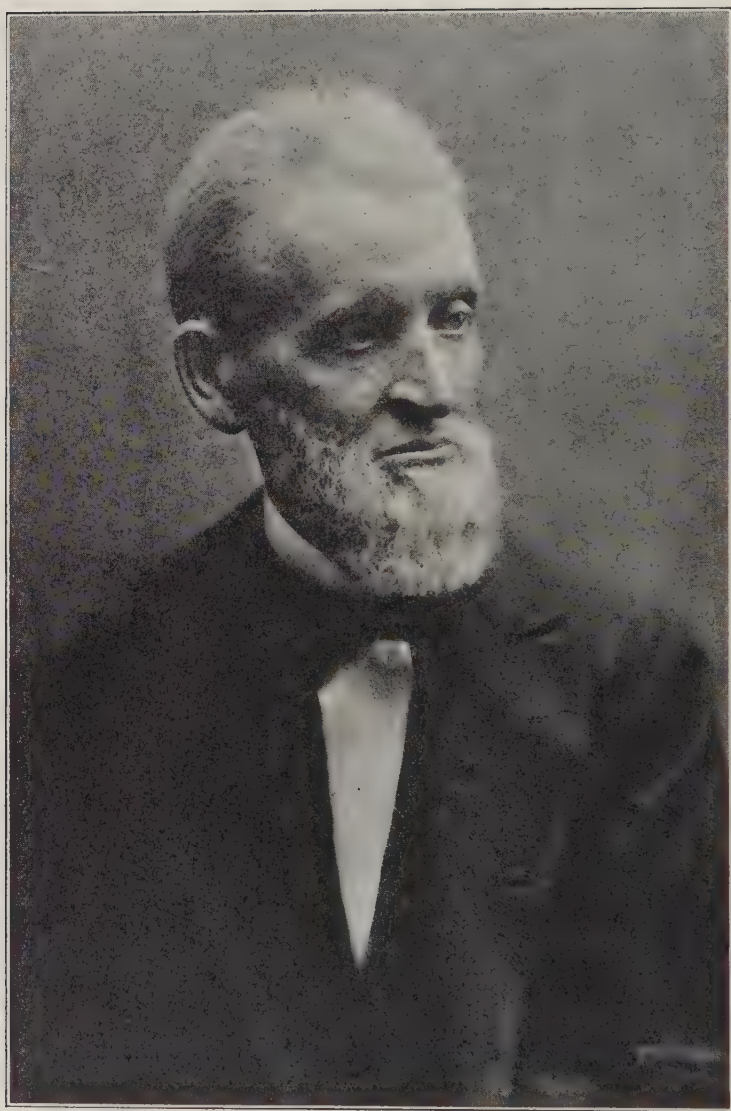
¹¹ Minutes of Sigma Pi, June 17, 18, Sept. 17, 1856. Minutes of Phi Alpha, An. Meeting, June, 1856; Sept. 24, 1856.

Lincoln. It was in February, 1859, that Mr. Lincoln came over from Springfield to deliver a lecture on the subject of "Discoveries and Inventions." It is an interesting fact that the proceeds of the lecture were not sufficient to pay Mr. Lincoln's fee and leave anything for the benefit of the society library. Mr. Lincoln, however, acted in a very characteristic manner when the situation became clear to him. One of the founders of the society tells how Lincoln, recognizing that the audience was not large, remarked to the president: "I have not made much money for you to-night." When the young student explained that little would be left for books after the society paid the expenses of the hall, music, advertising and the lecturer's fee, Mr. Lincoln replied: "Well, boys, be hopeful; pay me my railroad fare and 50 cents for my supper at the hotel and we are square."¹² Possibly he also wished to show a little appreciation of the action of the society a few days earlier in electing him to honorary membership.

For many years, the anniversaries of the societies were observed by carefully prepared literary programs as well as by the "reunions" and banquets characteristic of the present day. It was customary to select an orator and a poet for these occasions and the programs constituted an important feature of the formal exercises of commencement week. Usually the orators and poets of the day were the alumni members of the societies.

As the years came and went, Sigma Pi and Phi Alpha grew or languished with the alternating prosperity and adversity of the College itself. The more significant episodes in that later history of the societies will be told as the history of the College itself unfolds in these pages. When the students increased in numbers other societies like Gamma Nu and Beta Upsilon sprang into existence, and with the women came also Philomathian, Gamma Delta, Sigma Phi Epsilon, Agora and Alpha Eta Pi. The story of the beginnings of all of these organizations can more properly be told as a part of the period to which they belong.

¹² Jayne, Wm., *Personal Reminiscences of the Martyred President, Abraham Lincoln*, 24. The Lecture pub. in pamphlet form, San Francisco, 1915, is in the college library.



PRESIDENT STURTEVANT

CHAPTER VIII

PRESIDENT STURTEVANT

THE EARLY YEARS, 1844-1858

THE selection of an able and worthy successor to President Beecher was naturally a matter of grave concern to the board of trustees. When the board met in July, some five months after Beecher's resignation had been received, the members were not ready to make a decision and accordingly postponed the election of a president until the following November.¹ In the meantime, a committee consisting of Smith, Baldwin and Lippincott was to investigate possible candidates and it will be remembered that Mr. Beecher was also asked to coöperate in the search for a new president. Various candidates had been mentioned, among them, Baldwin and Sturtevant. The precarious state of college finances seemed to make it necessary to reduce the number of the faculty. In other words it was questionable whether a new man could be called unless some member of the present faculty resigned. Sturtevant, quick to see the situation, at once assured his friend Baldwin that he himself would gladly resign, if the trustees wished to call a new man to the presidency, and if in consequence there must be retrenchment.² The controversy which had waxed so warm near the end of Beecher's administration and led to suspicion of Professor Sturtevant's theology at least had the advantage of creating a widespread interest in the question of a successor to the first president. Sturtevant himself "felt quite cheered by the evidence thus furnished that the College is not an inert element; it affords," he thought, "the best occasion of testing that point which has ever occurred and the interest manifested is all that could have been asked for in *amount*, although in *kind*, there is room for improvement. It has too much of the sectarian and party character."³

When the trustees reassembled on the twenty-eighth of

¹ Min., July 11, 1844.

² J. M. Sturtevant to Theron Baldwin, Ill. Col., May 10, 1844.

³ *Ibid.*, May 10, 1844.

November, 1844, they apparently had made up their minds for they unanimously elected Professor Sturtevant to the presidency.⁴ His selection was also enthusiastically endorsed by the student body. In the evening the windows of the main college building were all illuminated, the candles being ingeniously arranged in the fourteen windows of the fourth story so as to spell the name of the new president. The college bell rang out the news and the president-elect was summoned to the front of the building where "three times three cheers" were given for him. Mr. Sturtevant was deeply touched by the demonstration. He writes: "I was greeted with a great burst of applause and returned to my house astonished, bewildered and humbled. I felt myself utterly unworthy of such demonstrations."⁵ He did not at once accept the position, but took about two weeks to consider the offer. In the meantime, he wrote a long, frank letter to that friend with whom he always shared his joys and sorrows:

The one *great question* now before my mind is—Shall I take upon myself the toils and cares and fearful responsibilities (doubly fearful from the solemn crisis to which we have come) of the Presidency of Illinois College? In deciding this question I feel that I need all the wisdom of all my friends and above all the higher wisdom which cometh from above. You know in general the view which I took of the question when we parted. I am still inclined to think that if the appointment were generally acceptable to those who might be expected to cooperate in endowing the College, I could serve the cause of the College, of my country and of God better in the Presidency than in my present station—provided God qualifies me to fill that high station. . . . I can learn of no expressions of dislike of the appointment any where out of the New School Presbyterian Church while I do receive from all parties many assurances of congratulations and satisfaction. These come from men of no church, from Episcopalians, from Old School Presbyterians, from Methodists, and from Baptists as well as from the Congregationalists, some of the good ladies in which latter church were restrained only by the superior discretion of their husbands from extending the illumination by lighting up their own houses. In all these directions I am constrained to believe that the appointment is

⁴ Min., Nov. 28, 1844. One member (Mr. Ayers) by his own request was excused from voting.

⁵ Sturtevant, J. M., *Autob.*, 259.

popular. How extensive the dissatisfaction is in the N.S. Presbyterian church either here or in the State generally I do not know. I fear a few of them here are more dejected at the result of this second Presidential election than at that of the 1st Monday of November.

My situation is one of weighty responsibility whether I accept or decline. May the Lord give me wisdom. If I am to be placed at the head of this College, may he pour out upon [me] his spirit till I am fully qualified for the holy and responsible work—to be wise, to be firm, to be humble, to shed over this College the holy influence of piety and to lead the successive generations of students to Christ. How can I ever be sufficient for these things? And yet these ends must be secured or the College will become a loathsome and polluted thing. And then can I ever overcome the opposition which is now arrayed against me? Truly I can say if the Lord go not up with me, carry me not up hence. May God decide this question so that coming generations will read this chapter in the history of our College with gratitude and praise. . . .

P.S. Brother Baldwin these are solemn times—this is solemn work we are engaged in; I wish I could describe to you my feelings. But they would defy all attempts at description by word of mouth, much more by writing. It is delightful to think that God knows them all through—I cannot express them—the more I think of the subject the more embarrassing and difficult it looks and yet the more probable it seems that a speedy decision may be necessary. When God has no longer any work for me in this College I wish to retire from it. Till then I desire to stand by my post though it continue to be as it has been for the last two years one of constant suffering. *Pray for me and write to me as soon as you can.*⁶

The honor and the responsibility were finally accepted and for a period of thirty-two years Julian M. Sturtevant guided the destinies of the College. In accepting the presidency, he gave up his classes in mathematics and physics and took the Professorship of Mental and Moral Science. The formal inauguration occurred at the following commencement, the exercises being held in a natural amphitheater in the college grove.⁷ The president's inaugural address was devoted to the subject of "The Relation of our Collegiate System to Our National Civilization." It was a very thoughtful discourse, in which Mr.

⁶ J. M. Sturtevant to Theron Baldwin, Ill. Col., Dec. 2, 1844.

⁷ Sturtevant, J. M., *Inaugural Address*, 3; Min., June 24, 25, 1845; Article by Ensley Moore in *Jacksonville Journal*, June 27, 1914. This amphitheater was situated on the lot at the N.W. corner of Mound Ave. and Woodland Place.

Sturtevant sought to show the intimate connection between a nation's ideals and its system of liberal education. He branded as absurd the theory "that Democracy can only find its complete realization and enjoy its golden age, by reducing all men to the same intellectual level and giving to all individuals . . . an exact equality of condition and of influence." A nation must have leaders, and these leaders must have the opportunity of securing a liberal education. He insisted that our common schools and our colleges were not rival interests. "They are not and cannot be made so. The different departments of a system of education form one indivisible whole, and he who would set off one department as the rival of another would foment a quarrel between the head and the feet, or between the hands and the eyes." He dwelt also upon the important part which religion had played in the development of higher education in the United States, but perhaps the strongest feature of the address was his appeal for the right of independent judgment and for the fearless search for truth in our colleges. "No man does greater dishonor to religion," he maintained, "than he who supposes that a plea for intellectual freedom is a plea for irreligion and infidelity. The timid believer (if believer he can be called), who is afraid of the largest intellectual freedom, does but admit to the shame of his religion that this most insolent and shameless boast of infidelity is true, and thus inflicts on the cause of Christianity one of the deepest wounds it ever suffered from friend or foe."⁸

It was not an easy problem that confronted the new president. The school had really never recovered from the financial ruin caused by the panic of 1837. Not only was there no endowment, but the annual deficits had gone on accumulating until the load now threatened to drag the College over the precipice. Members of the faculty had been paid so little that their families were in want and the professors were, therefore, losing heart in the cause. The time had come, in the opinion of the new president, when the prior claims of the faculty upon the income of the College must be recognized. If both salaries and interest on indebtedness could not be paid out of the income, the "distress in the college treasury . . . must be thrown

⁸ *Inaugural Address of J. M. Sturtevant, June 25, 1845.*

off from the faculty and their families upon the property of the college where it belongs." Sturtevant declared in the spring of 1846 that the faculty could no longer bear the situation.

No small consideration [he wrote] would induce me to suffer the anxiety I have endured the past winter about the means of paying my necessary family expenses. I am now compelled to have at least \$50 before the first of April. I know not where I am to obtain a dollar. In no one way in my opinion is the college suffering so much as from the feebleness and heart sickness which results from the long deferred hope of pecuniary relief which the faculty are suffering. It is exceedingly adverse to all buoyancy and elasticity of mind, and when added to the assaults which have been made on our characters as religious men, constitutes an amount of depressing influence which might crush *a strong man*.⁹

A few months later, Mr. Sturtevant was even more despondent. For example in August he wrote:

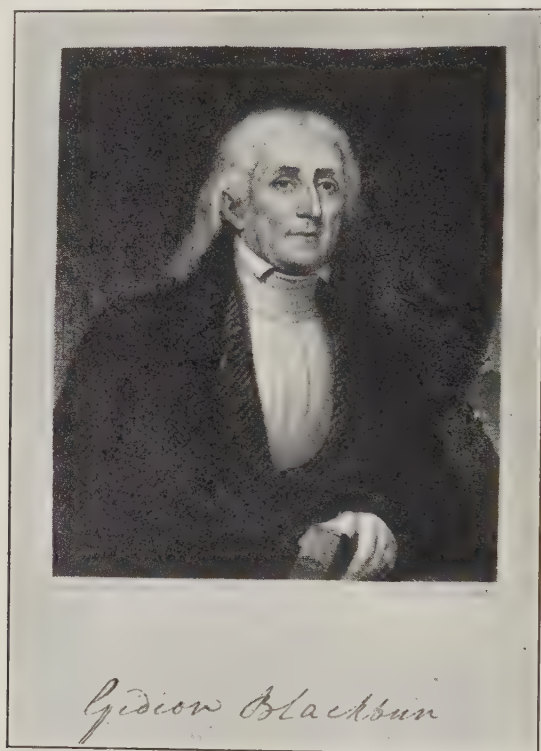
I never suffered for want of money before so much as during the past year. Despite all my efforts to the contrary, it sometimes sheds over my whole family a shade of gloom and despondency and makes us feel that in very deed it cannot be endured long. [Then renewed courage and a certain resignation to the inevitable seemed to fill his heart and he continued:] Still it is not my purpose ever to abandon the cause to avoid personal suffering. Perhaps a gracious God will send deliverance. Perhaps I am occupying a place for which God never designed me, and if so, I hope the indications of his Providence will become plain both to me and to my friends. Perhaps we have so sinned against him that he will never make this College the instrument of his praise. I pray he will use his own instruments and do his own work in such a way as pleaseth him best. It will be enough for me if I obtain the humblest place in the Kingdom of God.¹⁰

Many years later his oldest son, remembering these trying days, wrote: "It must have been about this time that I recall the expression of mother Hannah's face as she tried to be brave and look cheerful when the children's dinner consisted only of bread crumbs in water, which had been sweetened with molasses."

⁹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 12, 1846.

¹⁰ *Ibid.*, Aug. 3, 1846.

The trustees, hardly less despondent than the faculty, were planning to make a final, supreme effort and, if it failed, apparently no alternative would be left except "to suspend instruction and sell the buildings."¹¹ In part to satisfy the complaints of the faculty and to reconcile them to a continuance of



their labors, the trustees decided that all the income from tuition and the contributions from the eastern Society should be devoted exclusively to the payment of the instructors' salaries.¹²

In the midst of the financial gloom a ray of hope finally appeared. It was a gift of some fourteen thousand five hundred acres of land from the trustees of what was known as the Blackburn Fund. The story of this gift is an interesting one although in the end it proved to be the story of a blasted hope.

Gideon Blackburn, it will be remembered, was at one time

¹¹ J. M. Sturtevant to Theron Baldwin, Aug. 24, 1846.

¹² *Ibid.*, P.S. Ill. Col., July 13, 1846; Min., June 25, 1846.

a trustee of Illinois College and served also for a time as the financial agent of the school. Mr. Blackburn was in many respects a remarkable man; of Scotch-Irish ancestry, he showed many of the traits of that sturdy folk. He belonged to an older generation than the founders of the College, for he was born four years before the adoption of the Declaration of Independence. A native of Augusta County, Virginia, he migrated with his parents across the mountains shortly after the Revolution, and thus played a part in the founding of the state of Tennessee. In this frontier region he seems early in life to have become a leader; whether called upon to lead a company of soldiers or preach salvation to the pioneers, he always seemed equal to the emergency. He counted Andrew Jackson among his friends and served for a time as a chaplain in the General's army. It is somewhat tempting to expand this biographical sketch of a most interesting character, but it must suffice to add that before his restless pioneering instinct took him to the prairies of Illinois, Blackburn had founded several churches, gone as a Commissioner to the General Assembly of the Presbyterian Church in Philadelphia, established a mission and schools among the Cherokee Indians and served as a college president. He was, therefore, one of the really great pioneer missionaries of the West. Unlike most of his brethren, Mr. Blackburn combined in an unusual degree deep piety in religion with keen shrewdness in business affairs.¹³ While on a mission in the East and employed in fact as an agent for Illinois College, he nevertheless evolved and put into operation a scheme for founding a theological seminary of his own.¹⁴

This in brief was Mr. Blackburn's plan. He proposed that benevolent friends, who incidentally might like to make a good investment, should advance to him funds for the purchase of government lands at \$1.25 per acre. With his expert knowledge of western lands, and western prospects, he expected to "enter" these lands in regions that promised early and substan-

¹³ Material on Blackburn is scant. A. T. Norton, *Presbyterian Church in Ill.*, 195-205; *The Blackburnian* (published by students of Blackburn College), Mar. and Apr., 1914; *Presby. Reporter*, Feb., 1857, 445; Feb., 1859, 457.

¹⁴ Mr. Sturtevant has left among his papers a carefully prepared criticism of Mr. Blackburn.

tial returns. The subscribers, however, were to pay Blackburn \$2.00 per acre. In effect each subscriber would, therefore, contribute seventy-five cents on each acre allotted to him, although he probably expected to be fully reimbursed from the increased value of the lands. All of the amount contributed was to be invested in lands. Of the surplus lands remaining as a result of the scheme, Mr. Blackburn was to receive as his personal reward one-third, and the other two-thirds were to be devoted to a fund for the establishment of a theological seminary in Illinois. "In other words five eighths of the lands thus purchased should be conveyed to the person who advanced the money, one eighth to himself, leaving one fourth to constitute the seminary fund."¹⁵ The plan evidently succeeded well, for over sixty-four thousand acres of land were purchased, thus leaving according to the scheme about sixteen thousand acres for the establishment of the seminary.

However, land and cash were by no means synonymous terms in pioneer days. The trustees to whom Dr. Blackburn had deeded the lands for the proposed seminary found it difficult to carry out the trust. Indeed, they soon found it difficult even to meet the annual taxes of a few hundred dollars on the seminary lands. Furthermore, they did not seem able to secure from the legislature the kind of a charter which they wanted. At any rate they refused to accept the act of incorporation which the legislature passed in 1839, insisting that it was incompatible with the purposes of the trust. Dr. Blackburn died in 1838 and in 1845, after due proceedings in court, the trustees of the proposed seminary conveyed the lands to the trustees of Illinois College "for the organization and advancement of a theological professorship in that college to be called the Blackburn Theological Professorship." The trustees of the College accepted the donation for this purpose.

In 1846, the debt of the College was estimated to amount in principal and interest to about \$30,000.¹⁶ However, the Blackburn lands added to those already belonging to the College placed in the possession of the school some 19,000 acres of

¹⁵ *Gilman et al. v. Hamilton et al.*, 16 Ill. R. 225.

¹⁶ Min., June 25, 1846.

land,¹⁷ and it naturally occurred to the trustees that they ought to make some definite plan for utilizing this property to re-establish the College on a sound financial basis. Accordingly the trustees adopted a plan suggested by the college treasurer, Nathaniel Coffin, for the sale of this property and the financial rehabilitation of the College.¹⁸

It was proposed that all the property of the College with the exception of the thirty-three acres which then constituted the actual campus, and with the exception of the buildings, library, apparatus and other equipment, should be put into a "joint stock" and be devoted to the payment of the college debt. The "joint stock" was to be divided into three hundred shares of \$100 each, thus producing, if it were all purchased, the \$30,000 necessary to pay the debts of the institution. The purchasers of the stock were, of course, to share proportionally in the property set aside for this purpose, and it was, therefore, expected that they would be reimbursed for their subscriptions, perhaps with interest or more than interest. The scheme met with a cordial reception from the business men of the board, but President Sturtevant himself strongly opposed the whole plan. He feared it would prove in the end a great sacrifice of the property of the College. He had already secured some subscriptions towards the payment of the debt and had faith "that by patience and zeal the trustees could pass the crisis." He proposed an alternative plan. He suggested that the lands be offered in exchange for the bonds of the state of Illinois, which at that time were selling far below par. He felt sure that in time the state bonds would again reach their par value. However, his suggestion was received "with a storm of sarcasm and ridicule." Would he "sell the rich lands of Illinois for dishonored bonds not worth the paper on which they were printed and on which not one dime would ever be paid"? It was the only occasion on which the president, during his long term of service as the executive officer of the College, ever differed on an important matter from the majority of the board.¹⁹ His

¹⁷ Sturtevant estimated amount of land received from Blackburn trustees at 14,500 acres, valued at about \$30,000. J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 12, May 19, 1846.

¹⁸ Min., June 25, 1846.

¹⁹ Sturtevant, J. M., *Autob.*, 267-269.

advice, later demonstrated to be sound, was not taken, but the board, "after two days of very earnest and laborious discussion" adopted the "joint stock" plan which involved the immediate sale of the lands at a low price. Judge Lockwood, the president of the board and a man of wide experience in law, business and politics, felt confident of the success of the scheme. It is not clear just how the college trustees planned to fulfill the condition on which the Blackburn lands had been donated—that is the establishment of the professorship in theology. Theron Baldwin, for example, was curious to know how the Blackburn lands could possibly be sold in order to pay the college debt when they had been given to found a theological professorship.²⁰

Once the action had been taken, President Sturtevant gave the plan his cordial support. At least he himself opened the subscriptions to the "joint stock" with a subscription of \$1,000. How he was able to promise such an amount is a mystery, but he even proposed to make his subscription an "unconditional donation" provided the other trustees would do likewise. His colleagues did not respond to the generous proposal of their president. However, all of the early subscribers to the stock agreed to let the College retain the proceeds from the sale of the lands above the amount of their subscriptions plus 6 per cent interest.²¹

Nathaniel Coffin, the college agent, undertook vigorously the task of selling the stock. Theron Baldwin, the eastern trustee and influential secretary of the Society for the Promotion of Collegiate and Theological Education at the West, was at first like Sturtevant strongly opposed to the plan.²² The latter now urged him "to take away all obstacles and let us throw this large amount of property at the feet of our friends and entreat them to take it and give us enough for it to pay our debts and thus save the College from extinction."²³ Coffin evidently was successful in his presentation of the case to Mr. Baldwin, for in

²⁰ Theron Baldwin to J. M. Sturtevant, N. Y., Oct. 5, 1846.

²¹ Chief authorities on this plan are: Min., June 26, 1846; J. M. Sturtevant to Theron Baldwin, Ill. Col., July 11, 1846; *Gilman et al. v. Hamilton et al.*, 16 Ill. R. 225.

²² *E.g.*, see Theron Baldwin to J. M. Sturtevant, N. Y., Sept. 17, 1846.

²³ J. M. Sturtevant to Theron Baldwin, Ill. Col., Sept. 23, 1846.

the fall, he secured an endorsement of the plan from the eastern Society.²⁴ Active steps were soon taken to promote the sale

COLLEGE LANDS AT AUCTION !

All the Lands and Town Lots belonging to the Trustees of Illinois College, will be Sold at Auction at the County Seats of the several Counties in which they are located, at the times herein mentioned, unless previously disposed of at private sale.

The Lands will be offered in quantities to suit purchasers, and sold to the highest bidder on the following terms : One fourth cash at the time of sale, and the balance in one, two and three years, with interest annually, provided that balance be \$150 or more, so that no instalment be less than \$50. Payment secured by reserving a Vendor's Lien on the land.

One moiety of the Lands and Town Lots in the Counties of Morgan, Scott and Cass belongs to M. & F. Collins, and will be sold with College moiety. Sales to commence at 10 o'clock, "A. M. at the Court House. Titles perfect, and deeds given with warranty.

Particular descriptions of all may be seen in printed advertisements at the Clerk's and Sheriffs' offices, and also by calling on the several persons named herein.

In Madison County, March 21, 480 acres—apply to Gershom Flagg, Esq.

In Morgan County, March 28; 1897 acres, also 243 lots with tavern house and barn in Morgan city, and 160 acres, s-e 21, 17 n, 9 w, in Cass county—N. Coffin.

In Schuyler County, March 28; 160 acres s-w 34, 3 n, 2 w—Wm. E. Withrow.

In Scott County, April 4; 2666 acres and 17 lots in Naples—J. T. Linkins, Naples.

In Brown County, April 18; 160 acres, s-w 10, 2 s, 4 w—apply to S. Parker, Esq.

In Hancock County, April 18, do do s-w 11, 5 n, 6 w—apply to Joel Catlin, Esq.

In Henderson do May 2; do do s-w 10, 8 n, 6 w, also 44 lots in Oquawka—apply to A. Knowles, Esq.

In Warren County, May 9; 640 acres—apply to J. Quimby, Esq.

Coles do do 56 do do R. H. Allison, Esq.

Maconpin do do 10; 7962 do do J. Whitaker, Esq.

Jersey do do 16; 400 do do T. McGill, Esq.

Knox do do 1120 do do J. G. Sanborn, Esq.

Bureau do do 16 do s-w 15, 15 n, 7 c—C. W. Coombs.

Shelby do do 23; 334 do—apply to B. Roberts, Esq.

Stark do May 23, 160 do s-e 19, 12 n, 6 e—apply to O. Whitaker.

Fayette do May 31, 1040 do—apply to E. Capps, Esq.

Effingham do June 2, 1452 do do J. T. Rentfrow, Esq.

Macon do do 40 do n-e s-e 14, 14 n, 2 e—apply to W. Wheeler.

Montgomery do June 6, 1471 do—apply to John S. Hayward, Esq.

Christian do do 160 do w hf n-e 13; and w hf s-w 36; 13 n, 2 w—apply to Wm. Hammen.

IN QUINCY, April 11—Lots 5, 7, and 9 in Block 48 of John Wood's addition to that city. J. TILLSON, Esq.
IN SPRINGFIELD, April 25—5-9ths of Lot No. 4 in lies' East addition with dwelling house, &c. thereon. Apply to E. WRIGHT, & Co.

IN CHICAGO, April 29—Lot 10 in block 2; 14 in 3; 6 in 4; 9 in 9; 10 in 10; 13 in 11; 2 in 13 and 6 in 14; in Duane's addition, and 8 and 9 in Block 3, in Carpenter's addition to that city—Apply to W. M. H. BROWN, Esq.
IN MARSHALL, May 2—Lot No. 5 in Block 2; 3 in 5; 1 in 7; 3 in 14; 1 in 15; 2 in 16; 2 in 22; 3 in 33; 3 in 11; and 4 in 40. Apply to ALBERT SHAW, Esq.

NATHL COFFIN,

Agent Ill. College, and Att'y to M. & F. Collins.

Jacksonville, Jan. 1, 1848.

MORGAN JOURNAL PRINT.

of this real estate. The college property in Jacksonville that had been put into the "joint stock" was platted and offered for

²⁴ Theron Baldwin to J. M. Sturtevant, N. Y., Oct. 5, 1846; Nov. 6, 1846.

sale at public auction. An interesting old broadside containing an advertisement and plat of these lands is in existence.²⁵ The terms of payment were to be "cash or certificates of shares in college stock at \$100 per share . . . or, one fourth cash, and balance in one, two and three years with annual interest secured by a vendor's lien." In 1848, the Blackburn lands and other tracts were put up at auction at the seats of the various counties in which the lands were located. This real estate was widely distributed throughout the state in some twenty-five counties and included, in addition to the farm lands, town lots in such places as Quincy, Springfield, Marshall, Chicago, as well as Jacksonville.²⁶ The largest tracts were distributed as follows:

Morgan County	1,897 acres and 243 lots
Scott County	2,666 acres and 17 lots
Macoupin County	7,962 acres
Knox County	1,120 acres
Fayette County	1,040 acres
Effingham County	1,452 acres
Montgomery County	1,471 acres
Warren County	640 acres
Jersey County	400 acres

By 1847 the financial outlook for the College was much brighter. Enough progress had been made in the sale of college stock so that President Sturtevant felt confident in March of that year that the debt would soon be paid. If the lands should be sold for more than the amount of the debt, he hoped the subscribers would let the College retain the surplus.²⁷ It seems that many of the subscribers to the stock were themselves taking the land in exchange for their stock. The prospects of an early increase in the value of these lands, or the opportunity to obtain possession of valuable parcels of the land made many of the subscribers ready to surrender their stock certificates for the real estate of the College. It was at this time that a large part of the college farm was sold for over \$8,000, which was

²⁵ See "A Plat of Lands for Sale Belonging to the Trustees of Illinois College."

²⁶ See Broadside: "College Lands at Auction!" dated, Jacksonville, Jan. 1, 1848.

²⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 30, 1847.

"more than \$1400 above the price at which it was estimated when it was put into the stock concern."²⁸ The salaries of the faculty were being paid with more regularity and the president was beginning to feel much happier.²⁹ The commencement of 1847 was considered a great success, "the most cheering occasion of the kind, we have ever experienced."³⁰ In addition to the progress that was being made in the land sales, the alumni were starting a movement to raise \$10,000 in five years. Further to encourage the alumni in this laudable purpose, the trustees voted that if the alumni would provide for the support of a professor in the College, they might have the privilege of nominating candidates for the professorship.³¹ By the third quarter of the year 1848, the president was able to rejoice not only that the faculty were paid to that time, "but paid a little in advance for the last quarter."³²

Although encouraging progress had been made in the sale of the college stock, all of the shares had not been sold. In July, 1848, one hundred and thirty-five shares still remained unsold and accordingly the trustees, anxious to complete the transaction and wipe out the debt, entered into an agreement with Mr. Coffin, which promised a final settlement of the whole problem. By the terms of this important agreement, Mr. Coffin was personally to pay "all the debts and liabilities" of the College existing on July 15, 1848, and to assume all the obligations of the College to the shareholders in the joint stock scheme. In return the college trustees transferred to Mr. Coffin the unsold one hundred and thirty-five shares and conveyed to him all that property which had been set aside for the joint stock plan. As noted on a previous page, that property included practically all the resources of the school except the college plant and the campus of thirty-three acres. Another feature of the agreement provided that Mr. Coffin should give up his position as treasurer and agent of the College, except in so far as he might act in executing the details of this contract.³³ The president was

²⁸ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 30, 1847.

²⁹ *Ibid.*, May 19, 1847. ³⁰ *Ibid.*, June 26, 1847. ³¹ Min., July 12, 1848.

³² J. M. Sturtevant to Theron Baldwin, Ill. Col., May 4, 1848.

³³ Min., July 13, 1848; also p. 274; *Fifth An. Rpt. of Soc. for Promot. Col. and Theol. Ed.* (1848), 14, 15.

henceforth to act as the general superintendent of grounds and buildings. By July of the next year, Mr. Coffin was able to report to the trustees that he had paid all the debts of the College with the exception of certain balances not yet due. A committee audited his accounts, approved them and recommended that all the unsold shares, cash and other properties previously noted be turned over to him.³⁴

The whole transaction now seemed to be closed. The debt of the College was paid, or at any rate satisfactory arrangements had been made for paying it, and apparently trustees and faculty might now look forward to the future with some degree of confidence. Furthermore, in this same year, that is 1849, a definite movement for raising an endowment of \$50,000 was started and \$10,000, representing apparently a portion of the now unencumbered value of the college plant and campus, was definitely "recorded" as the "Blackburn Theological Professorship Fund."³⁵ The trustees appointed, "for the time being," the president of the College to this chair, with instructions that his salary to the extent of \$600 a year should be charged against this special endowment. It is evident that this action really did not mean the addition of a new professor to the faculty, but the technicalities at least were being observed. The college year closed practically without a deficit. "It is many years," wrote the president to his friend Baldwin, "since the trustees have been in so good spirits."³⁶ It was at the annual meeting of the board that the trustees resolved to enter upon the campaign for the endowment just mentioned. The fifty thousand dollars was to be used to endow five professorships of ten thousand dollars each. The subscriptions to any particular professorship were to become binding as soon as the full amount for that particular professorship was subscribed. They planned to begin with the chair of rhetoric. It must have been a very enthusiastic meeting, for several substantial subscriptions were made on the spot. D. A. Smith and President Sturtevant each subscribed a thousand dollars. The self-sacrificing spirit of the president is evident from the fact that his subscription represented "at least a fourth of all" his "wordly posses-

³⁴ Min., July 12, 1849.

³⁵ *Ibid.*, July 11, 1849.

³⁶ J. M. Sturtevant to Theron Baldwin, Ill. Col., July 18, 1849.

sions." Col. Martin gave five hundred; Thomas Lippincott, William Carter and William Kirby each contributed a hundred dollars. With the assignment of certain "notes" to this rhetoric professorship, six thousand dollars was soon in sight. Considering the times and circumstances, it was certainly a good beginning. The board appointed the Rev. W. C. Merritt, an alumnus of the College, to take charge of the campaign. This effort for endowment inaugurated in 1849 "laid the foundation for the present permanent fund" of the College.³⁷

In the meantime certain important changes had taken place among the faculty and it may be well to mention these, before completing the financial history of this period. In 1847 both Turner and Post resigned from the faculty. Jonathan Baldwin Turner was a born radical. He belonged to that class of men who blaze the way so that others may follow, and often they follow at a "safe" distance, spending their time hurling epithets at the guide who is making the trail easy for them. As the years passed, the trustees became more and more convinced that his presence on the faculty was a cause of trouble to the College; his liberal tendencies in religion caused even more apprehension than his anti-slavery principles. His statement to the trustees in reply to the charges of the Synod of Illinois had not proved entirely satisfactory, and as early as 1845 the question of retaining him on the faculty was definitely raised by the trustees, the board in that year appointing a committee to confer with him regarding his relations with the College.³⁸ The committee of investigation appointed by the Presbyterian Synod in their report had held Turner largely responsible for the rumors against the College.³⁹ It seems that Turner had written an article for the *New Englander* in which he discussed the relative merits of Presbyterianism and Congregationalism.⁴⁰ As may easily be imagined, this article with its leaning towards Congregationalism, did not add to his popularity among Presbyterians in a region where that denomination was naturally

³⁷ Sturtevant, J. M., *Autob.*, 269, 270; Min., July 11, 12, 1849; J. M. Sturtevant to Theron Baldwin, Ill. Col., July 18, 1849.

³⁸ Carriel, Mary T., *Life of J. B. Turner*, 61; Min., June 24, 1845.

³⁹ MS. extract from Report of the Committee, 1846.

⁴⁰ Theron Baldwin to J. M. Sturtevant, N. Y., Feb. 25, 1846.

suspicious of Congregationalists. When Sturtevant complained to Baldwin of the difficulty he was experiencing in raising funds, the latter's advice was: get rid of Turner and most of the difficulty will disappear.⁴¹ Although the president believed that his friend in the East overestimated the feeling of hostility to this professor, he admitted that Turner was a "load we cannot carry, and it will press heavier and heavier." He wanted to know from his friend Baldwin whether or not he thought the trustees should remove Turner in case he did not soon voluntarily resign.⁴² However since the College owed Mr. Turner at this time about a thousand dollars of back salary, the problem was not so simple as it might otherwise have been.⁴³ Of course the feeling of the president and trustees soon became known to the professor and he was a man of too strong and fine a character not to take a frank and honorable view of the question. He wrote to Baldwin asking for answers to several specific questions.⁴⁴ It was natural for him to communicate with Baldwin since the latter had acted with Brooks on the committee of investigation, which had interviewed him in the previous year. Turner wanted to know exactly what the trustees thought of him and exactly what impression the committee of investigation intended to convey when they called. Baldwin assured him that the trustees were disposed to treat the whole matter in a kindly spirit, although he also frankly advised him that it was the opinion of the trustees that "his further connection with the institution was undesirable." About a year later, that is in June, 1847, Turner's resignation was presented and accepted. The board made arrangements for paying his back salary and in accepting the resignation passed the following resolution of appreciation:

Resolved, that in accepting the resignation of Prof. Turner the Trustees wish to express their high regard for his moral and religious character and for the distinguished ability, faithfulness, and perseverance with which he has fulfilled the important and onerous duties of his station and their grateful sense of the self denying zeal he has

⁴¹ Theron Baldwin to J. M. Sturtevant, N. Y., Feb. 25, 1846.

⁴² J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 12, 1846.

⁴³ *Ibid.*, May 19, 1846.

⁴⁴ Theron Baldwin to J. M. Sturtevant, N. Y., June 5, 1846.

evinced in sustaining, with his associates, the Institution under the difficulties incident to an early enterprise.⁴⁵

A truly great man had left the ranks of the faculty. Apparently Professor Turner left the College with good feeling on both sides.⁴⁶ At any rate, the very next year he was urging a man of means to leave his property to the College, and subsequently on more than one occasion he labored most energetically for the welfare of the institution.⁴⁷ It is not easy for a man in middle life to give up his cherished profession and turn to a new career. His daughter describes him at this time as "worn with anxiety and strife, in debt, with a wife and five little children, no capital for new ventures, and no heart for the old pursuit."⁴⁸ He thought for a time of studying medicine, but in the end decided to devote himself to "horticulture and osage orange culture." He went to work with characteristic zeal and in time large success crowned his efforts. This is not the place to describe at length his work in practical agriculture and horticulture, but it was in this field and in the field of public education that he ultimately did his greatest work and performed a service of really national importance. Turner was a man of broad vision, better fitted to lead his fellow men in the practical world than to occupy a quiet chair of rhetoric in a college. His resignation from the college faculty proved to be but the beginning of a much larger and more important work. He soon became deeply interested in promoting a more practical education than that which was dominated by the old classical tradition. The story of his important contribution to the movement for the establishment of the federal land grant colleges in the United States belongs to a later chapter.

Professor Post, like Turner, had now served on the faculty of the College for some fourteen years. Unquestionably his service as an inspiring teacher, a facile writer and an entertaining public speaker had proved of great value to the institution. He was not only popular with the students but his historical

⁴⁵ Min., June 23, 1847.

⁴⁶ J. M. Sturtevant to Theron Baldwin, Ill. Col., June 26, 1847.

⁴⁷ A Mr. Kingsbury. Theron Baldwin to J. M. Sturtevant, N. Y., Feb. 7, 1849.

⁴⁸ Carriel, Mary T., *Life of J. B. Turner*, 62.

lectures aroused great interest wherever he was heard. The reputation of Post as a student and interpreter of history is perhaps well illustrated by the fact that he was in after years invited to deliver a lecture before the Illinois State Constitutional Convention of 1870 on the subject: "History as a Teacher of Social and Political Science." Personally he and his family had made a place for themselves not only among their colleagues on the campus, but also in the wider circle of the town. When in 1840 he succeeded the Rev. William Carter as pastor of the Congregational Church of Jacksonville, he added not only to his work, but, of course, greatly extended his influence in the community. It is not strange that such an able and useful member of the faculty in time began to receive urgent calls to other fields of labor. In 1846 Middlebury, his alma mater, offered him the chair of rhetoric and English literature. The temptation to accept must have been great, but the personal ties and professional opportunities which bound him to Illinois College were also strong and so when the trustees made a suitable financial arrangement in regard to a mortgage which Judge Lockwood held against his home, Professor Post declined the call from the East.⁴⁹ Early the next year another urgent call came, this time, from the Third Presbyterian Church of St. Louis. Professor Post had on several occasions preached and lectured in St. Louis and it is therefore not strange that he should have been invited to fill a vacant pulpit in that city. However, he hesitated to accept the invitation; in fact he at first declined it, apparently not caring to make his home in a slave state.⁵⁰ As noted in a previous chapter, Professor Post, although not so radical as his colleague Turner, was nevertheless a strong opponent of the institution of slavery. He writes:

I had been repeatedly solicited to come to St. Louis, with the proffer of a salary adequate to my financial relief. But I was attached to the college and was unwilling to live with slavery. At length a special delegate from the Third Presbyterian Church of this city visited me, Dr. Reuben Knox, one of the noblest and loveliest men I have ever

⁴⁹ Theron Baldwin to J. M. Sturtevant, N. Y., Apr. 24, 1846; J. M. Sturtevant to Theron Baldwin, Ill. Col., May 9; July 11, 1846; Post, T. A., *Truman M. Post*, 149, 150.

⁵⁰ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 30, 1847.

known, who now waits the archangel's summons in the Pacific seas, coming some hundred miles by stage to urge the application. To his inquiry, if the difficulty was slavery, I told him it was. I was unwilling to lay my bones in a slave state, or commit my family to its destinies. His reply was, "Come down and help us remove it." But I could not then see my duty in that direction.⁵¹

Meanwhile the officers of the church persistently continued to urge their call upon him. They evidently were willing to "risk" his views on slavery, especially since they had confidence in his common sense. They assured him that he would not be trammelled in his expression of views.

In regard to your views on slavery [wrote one of the officers], I think you are fully understood. You are looked upon as opposed to the system and as feeling it your duty to preach upon the subject as upon other great moral and political evils and sins, and that for the wealth of the Indies you would not consent to be muzzled. At the same time you are not viewed as being so exclusive as to suppose there are no Christians who own slaves, or so unwise as not to use good judgment and sound discretion as to times and seasons, ways and means of treating the subject and removing the evil.⁵²

Sturtevant wrote in despair, "I wish we could make his place so permanent and so inviting that he would cease to have these constant invitations to other fields. . . ."⁵³

In the end, "after repeated calls and pleadings" and since his debts kept "constantly pressing more and more, with no prospect of relief" where he was, Professor Post decided to accept the call. However, his acceptance was not without conditions. He would try the new pastorate for four years, provided his letter of acceptance were read not only before the officers "but publicly before the church" and provided the church then renewed the invitation. Furthermore it was expressly stipulated that he should be allowed to return to the College each year to deliver a course of lectures on history. He insisted once again that he must be guaranteed "liberty of opinion and speech" on the subject of slavery at his own discretion; otherwise he did

⁵¹ Post, T. A., *Truman M. Post*, 153.

⁵² *Ibid.*, 152.

⁵³ J. M. Sturtevant to Theron Baldwin, Ill. Col., Feb. 19, 1847.

not think that God called him "to add to the number of slaves already in Missouri." The reply of the church was that they had complied with all of his requests and wished him "more than ever." Accordingly in the fall of 1847 he gave up his professorship in the College. It is evident that he left with a heavy heart and with a lingering hope that he might at the end of the four years return to the work that so strongly attracted him. In fact he assured the president that he would hold himself ready to return whenever the professorship could be endowed. The resignation, coming as it did at the beginning of a college year, proved very embarrassing to the trustees. When it is remembered that religious and financial difficulties were also harassing the president at this particular time, it is no wonder that he wrote: "It seems lonely here, and I am sometimes almost ready to sink in deep water."⁵⁴

How to fill these vacancies was indeed a problem; the trustees found that they were facing a most difficult task. One of the graduates of the College, R. S. Kendall of the class of 1839, was temporarily appointed in 1847 to fill Professor Post's place, it being understood that he should receive a permanent appointment at the next meeting of the board if such an arrangement should seem to be mutually satisfactory.⁵⁵ Mr. Kendall received the permanent appointment, but it soon became evident that the new professor and the "administration" were not working in sympathy with one another and in 1852 he resigned.⁵⁶ He was immediately succeeded by Rufus Nutting, who remained on the faculty for a period of fourteen years.

It will be remembered that when Professor Sturtevant accepted the presidency in 1844, he gave up the chair of mathematics and astronomy. Temporary provision for the work was made at that time by appointing a tutor in mathematics, William Coffin, an alumnus, son of Nathaniel Coffin and son-in-law of Judge Lockwood, who five years later, was appointed

⁵⁴ J. M. Sturtevant to Theron Baldwin, Ill. Col., Nov. 10, 1847; *Ibid.*, Oct. 4, 1847; Baldwin was not pleased with the conditions under which Post left, Theron Baldwin to J. M. Sturtevant, N. Y., Nov. 30, 1847.

⁵⁵ J. M. Sturtevant to Theron Baldwin, Ill. Col., Nov. 10, 1847; actually seems to have begun his work in 1848.

⁵⁶ *Ibid.*, June 10, 1851; Nov. 16 and 19, 1852; Min., July 7, 1852.

to the full professorship of mathematics and astronomy. "Natural Philosophy" which had previously been connected with mathematics was thereafter to be combined with the department of chemistry.

This selection did not prove, in the end, mutually satisfactory and Professor Coffin resigned in the same year in which Professor Kendall left the faculty.⁵⁷ The trustees in formal resolutions expressed their confidence in Professor Coffin's ability and character, but also placed on record their opinion that "circumstances beyond his control . . ., have ever placed him in a most trying position with respect to every class that has entered college since his connection with it as a professor. . . ."⁵⁸



WILLIAM COFFIN AND HIS WIFE,
MARY LOCKWOOD

Still greater difficulty was experienced in finding a suitable candidate who would accept the chair of rhetoric vacated by Professor Turner. The place was offered to several men but for one reason and another they all declined the invitations.⁵⁹ Meanwhile the work of the department had to be doled out to the other already overburdened instructors. Finally in 1854 the Reverend William D. Sanders, pastor of a church in Ravenna, Ohio, was appointed Professor of Rhetoric and Elocution.⁶⁰ A graduate of Hudson College, or as it was later called

⁵⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., July 18, 1849.

⁵⁸ Min., July 7, 1852.

⁵⁹ E.g., see J. M. Sturtevant to Theron Baldwin, Ill. Col., July 17, 1851; July 30, 1853.

⁶⁰ *Ibid.*, Feb. 1, 1854.

Western Reserve College, and of Western Reserve Theological Seminary, Professor Sanders soon proved himself to be a teacher of ability, a ready public speaker and a man of strong



WILLIAM D. SANDERS

convictions on the public questions of the day. Incidentally he also in time gave valuable assistance to the president in the effort to secure an enlarged endowment for the College. Sanders remained on the faculty for over fourteen years, occasionally the storm center of controversies, but always a distinct educational force both in the College and the community. While still on the faculty of the College he founded a girls' school known as the "Young Ladies' Athenaeum" and a few years after leaving the faculty

he started the "Illinois Conservatory of Music," two schools which achieved a large measure of success. Both Nutting and Sanders were Presbyterians, special pains having been taken in these appointments to placate Presbyterian friends "in the board of trustees and outside of it."

One of the most important appointments made to the faculty in the first decade of President Sturtevant's administration was that of Rufus C. Crampton who in 1853 succeeded William Coffin as Professor of Mathematics and Astronomy. Professor Crampton remained on the faculty for thirty-five years, his term being one of the longest and his services among the most efficient and honorable rendered to the College by any member of the faculty. Before dismissing the history of faculty changes in this period, it may also be noted that President Sturtevant was urged in 1856 to consider the professorship of didactic

theology in the recently established Chicago Theological Seminary. Although he wrote to Baldwin for advice, he evidently did not give very serious consideration to the proposal.⁶¹

The salaries of the professors during the first decade of President Sturtevant's administration amounted to about \$750 a year, the salary of the president being \$1,000. Professors who occupied homes belonging to the College were charged a rental of \$150 a year. In 1854 the scale of salaries for the professors was raised to \$850 and that of the president to \$1,100. However, the College was often in arrears in the payment of even these meager salaries.⁶²



RUFUS C. CRAMPTON

The financial history of the early part of President Sturtevant's administration was interrupted in order to call attention to these changes on the faculty. The campaign for a new endowment, started with such enthusiasm in 1849, was not neglected. Fifty thousand dollars was for those days a large sum, and to insure success the trustees must have liberal aid from the friends of education in the East. They expected to raise about one-half of the total amount in the West, but they believed that they must look to the East for the other half. If eastern friends would only rally to the support of the College in this movement, it could then "safely throw off its dependence on the Society and on the eastern churches—at

⁶¹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 25, Apr. 3, 1856; Theron Baldwin to J. M. Sturtevant, N. Y., Apr. 3, 1856.

⁶² Min., July 12, 1844; July 12, 1854; June 21, 1859; J. M. Sturtevant to Theron Baldwin, Ill. Col., July 17, 1854.

least so far as respects its academical department.”⁶³ However the problem of securing financial support in the East was becoming more and more complex. Western colleges were increasing rather rapidly in number and consequently a lively competition for the benevolences of the East was beginning to manifest itself. The Society for the Promotion of Collegiate and Theological Education at the West was already contributing to the support of several western colleges and others were clamoring for the privilege of getting on its list of approved institutions. At this very time Western Reserve of Ohio was actively engaged in a campaign for endowment in the East. Since the Society preferred that one effort should be completed before another was undertaken, it wished Illinois College to await its turn in the East, but when the friends of Illinois saw another college reaping in the eastern harvest fields, it was not easy to wait and Sturtevant was growing very impatient with the policy of the Society.⁶⁴

The endowment campaign meanwhile moved along with encouraging success in the West. Even before any special effort was made to raise funds in the town of Jacksonville itself, the ten thousand dollars for the first of the proposed professorships had been completed and by February, 1850, local friends had raised half of the second professorship fund. It was expected that all of this second ten thousand would be secured in Jacksonville. “Our hope,” writes the president, “is to raise our second professorship in Jacksonville, our third in the counties of Morgan, Scott and Cass, and the remaining two in the rest of the state.” At this time, the president was even talking of “raising the mark to \$100,000.”⁶⁵ By commencement, the financial agent, Mr. Merritt, was able to report that \$23,488 had been subscribed towards the professorship funds.⁶⁶ Of course, while the College was engaged in this effort for endowment, the current expenses still had to be met. Most of the donations were in the form of subscription notes, and whether

⁶³ J. M. Sturtevant to Theron Baldwin, Ill. Col., May 26, 1849; N. Y., Oct. 29, 1849.

⁶⁴ *Ibid.*, May 26, 1849; Theron Baldwin to J. M. Sturtevant, N. Y., Nov. 10, 1849.

⁶⁵ J. M. Sturtevant to Theron Baldwin, Ill. Col., Feb. 6, 1850.

⁶⁶ Min., July 11, 1850.

in cash or notes, they would manifestly yield no income for some time. The College must therefore still look to the eastern Society for aid towards current expenses. The appropriations made by the Society in 1850 are of interest. It appropriated \$2,000 each to Marietta, Wabash, Beloit and Illinois; \$1,600 to Knox; \$800 to Lane and \$600 to Wittenberg.⁶⁷

As the campaign continued to move along successfully in the West, some thought it might be possible to raise all of the \$50,000 "on the home field," but hope was running a little too high at this time. Western colleges have never been able to throw off entirely their dependence upon the East. In fact, today, eastern colleges come west and western colleges go east for funds. For college endowment, as for many other enterprises, the field is the world—East, West, North and South. By commencement, 1851, nearly \$34,000 had been subscribed. Of this amount, however, only about \$5,000 had been paid in cash and the agency of Mr. Merritt had cost about \$1,400, so that the actual cash realized amounted to only about \$3,600.⁶⁸ Nevertheless subscribers were doubtless paying interest on their subscriptions so that the income of the institution was increasing. In this year the Society appropriated only \$1,000 to Illinois, the appropriations for the other institutions being also reduced, and Beloit being left out altogether.⁶⁹

It is evident that \$16,000 must still be raised in order to complete the proposed fund. "In the region around us," Sturtevant informed the eastern Society, "I see not where anything now can be obtained to any considerable amount. It is my conviction that we are *shut up* to the necessity of raising on the eastern field what we lack of \$50,000. We have worked hard, *very hard*, at home, and have obtained more from this field than the most sanguine deemed it possible to raise. The sum we ask is only enough to endow a single Professorship in an Eastern College."⁷⁰ Instead of the twenty-five or thirty thousand dollars originally contemplated, it was now only \$16,000 that the College was asking from eastern friends. A formal request

⁶⁷ Theron Baldwin to J. M. Sturtevant, N. Y., May 11, 1850.

⁶⁸ Min., July 10, 1851.

⁶⁹ Theron Baldwin to J. M. Sturtevant, N. Y., Nov. 15, 1851.

⁷⁰ *Eighth An. Rpt., Soc. for Promotion Col. and Theol. Ed.*, 1851, 23.

for the privilege of conducting a campaign in the East for this amount was sent to the Society, but it seems that Marietta was now completing an effort for funds in the East and the Society again asked Illinois to wait. Sturtevant was, nevertheless, encouraged to come east soon to "reconnoitre the field."⁷¹

In the midst of the campaign for endowment an event happened that must have created great consternation among the friends of the College. The Supreme Court of the state declared the transfer of the Blackburn lands to the trustees of Illinois College illegal. Although pains had been taken to get a judicial decree confirming the transfer at the time of the donation of the lands, the highest court of the state now declared that Illinois College never had any legal title to this property, and, therefore, never could have conveyed a legal title to Nathaniel Coffin and the sundry persons who had purchased the lands. In this decision the Supreme Court confirmed the decree of a lower tribunal to the effect that the Blackburn trustees had no legal right to convey the lands to Illinois College, and that it was the duty of the Blackburn trustees "to proceed to sell the lands, and with the avails to erect the necessary buildings and to establish the institution in pursuance of the directions of the deed of trust, having first reimbursed the trustees of Illinois College and their grantees for what they had expended in paying taxes, etc." The grounds upon which this decision was based may be briefly stated. The original trustees had no right, in the opinion of the court, to divert this trust fund simply because the donation alone was not sufficient "to accomplish fully the designs and objects" of Dr. Blackburn. "Should all donations be tested by a rule of sufficiency in themselves there would be but few that might not be diverted from the original purpose to some other as near like it as could be readily found, and especially would this be true of the foundation of first donation beginnings. We have few educational institutions, however well endowed, whose earliest donations might not have been diverted for the same reasons." Furthermore in the deed of trust by which Dr. Blackburn conveyed the lands to his trustees, it was expressly stipulated, as one of the conditions, that the proposed seminary should be established on

⁷¹ Theron Baldwin to J. M. Sturtevant, N. Y., Nov. 15, 1851.

a certain plat of land in the town of Carlinville and therefore the court concluded that the trustees had no discretionary power to carry out the trust elsewhere. "The charity must be accepted upon the terms proposed," continued the decree of the court. "It cannot be altered by any agreement between the heirs of the donors and the trustees or donees."⁷² It may be of interest to add that Abraham Lincoln appeared with David A. Smith as counsel for Illinois College in this important case.

Just how the confusion and the financial liabilities of the College created by this decision of the court could now be adjusted was, indeed, a most perplexing problem. The board appointed a committee consisting of Smith, Yates and President Sturtevant to adjust these matters, with instructions to do so, if possible, by arbitration and without legal proceedings.⁷³ In July, 1855, Coffin complained that no definite steps had yet been taken to protect him against loss incurred through the invalid titles conveyed to him by the College.⁷⁴ The board now referred the matter to its prudential committee and suggested to Coffin that an adjustment might be secured either by legal proceedings or by referring the problem to a board of arbitration. Evidently the latter method was adopted, for about two years later a board of arbitration awarded Coffin damages to the extent of about \$3,300. Since Coffin originally claimed an indemnity of something like \$10,000, the trustees considered that they had fared very well at the hands of the arbitrators.⁷⁵

In the meantime the effort to raise the new endowment of \$50,000 had been continued and finally in 1852 the College was given permission to begin active operations on the eastern field for a sum of twenty thousand dollars on condition that the institution should make no further claims for aid from the eastern Society after that amount was raised.⁷⁶ Of course, the Society promised its coöperation in the effort. Early in the year news came that the College had been made the residuary legatee of the estate of Joseph Spring of Northbridge, Massa-

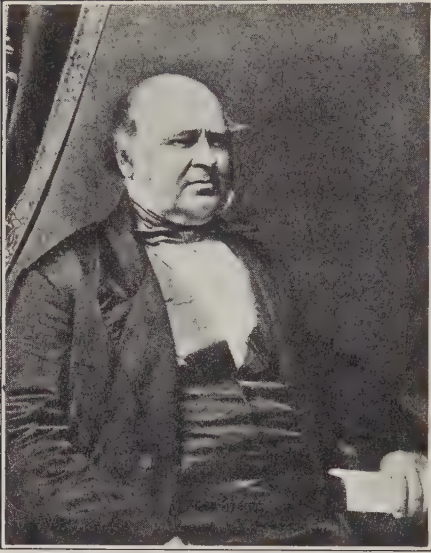
⁷² 16 Ill. R. 225-234; Min., May 23, 1855.

⁷³ Min., May 24, 1855.

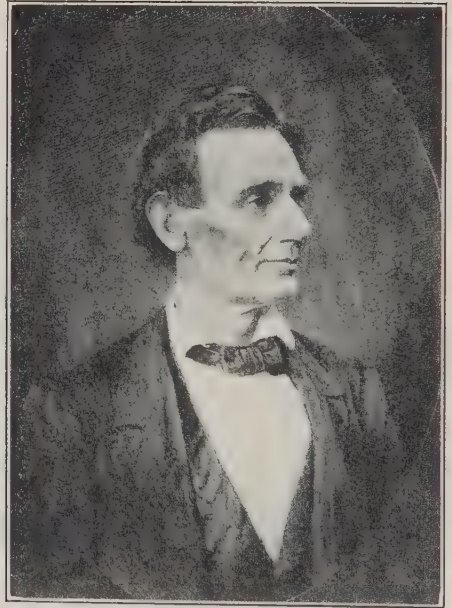
⁷⁴ *Ibid.*, July 12, 1855.

⁷⁵ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 16, 1857; July 4, 1857.

⁷⁶ Theron Baldwin to J. M. Sturtevant, N. Y., Nov. 2, 1852.



DAVID A. SMITH



ABRAHAM LINCOLN

By courtesy of the Illinois State
Historical Library.

chusetts.⁷⁷ The legacy, although proving in the end very small and designated for a particular department, at the time increased the feeling of hope and confidence on the college campus. It may also be mentioned incidentally that it was at this time that President Sturtevant began the construction of the commodious and comfortable home still standing near the southeast corner of the campus⁷⁸—further evidence, perhaps, of the brighter outlook.

In July the trustees appointed the President a special agent to proceed east in order to raise twenty thousand dollars to complete the endowment for professorships.⁷⁹ However subscriptions from eastern friends came very slowly and the whole campaign was seriously affected by the fire which destroyed most of the main college building at the end of the year 1852. Much was expected from Plymouth Church, Brooklyn, but Henry Ward Beecher and his congregation having become interested in sending rifles to "bleeding Kansas," the cause of the College had to wait in the face of that greater emergency.⁸⁰ It had been expected that Beecher's church would raise at least \$10,000 to endow one of the professorships but, by 1856, the amount raised from all sources in the East was only a little over \$5,500.⁸¹ The campaign encountered additional difficulties when at this particular time a movement was started in the West for the establishment of a theological seminary in Chicago.⁸² Nevertheless the fund continued to grow. Mr. Ellis, who had helped to found the College and nurture it in its earliest and tenderest years, never lost interest in its welfare. When he died in 1855, it was found that his will provided for the establishment of scholarship endowments of \$500 each, in Illinois, Wabash and Wittenberg colleges.⁸³ Furthermore, in

⁷⁷ Theron Baldwin to J. M. Sturtevant, N. Y., Feb. 12, 1852; May 2, 1856; J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 25, 1856; June 2, 1856. Amount actually paid over was only \$2,377.04 for the endowment of a chair of didactic theology, Min., Nov. 13, 1856.

⁷⁸ J. M. Sturtevant to Theron Baldwin, Ill. Col., Apr. 6, 1852.

⁷⁹ Min., July 7, 1852.

⁸⁰ Theron Baldwin to J. M. Sturtevant, N. Y., June 11, 1856.

⁸¹ *Thirteenth An. Rpt., Soc. for Promotion, etc.*, 1856, 28.

⁸² J. M. Sturtevant to Theron Baldwin, Ill. Col., June 2, 1856. This is the present Chicago Theol. Sem.

⁸³ Will quoted in Theron Baldwin to J. M. Sturtevant, N. Y., Jan. 6, 1857.

the spring of 1857, Mr. A. C. Barstow promised President Sturtevant who was visiting him in his home in Providence, R. I., a thousand dollars,⁸⁴ and a few months later, hope flared very high when Baldwin sent news of a possible donation of \$40,000 from Mr. Lyman, a member of Beecher's congregation. The donation depended upon the success of an invention in which Mr. Lyman was interested—a gun which was expected to shoot what then seemed the extraordinary distance of two miles.⁸⁵ However far the gun may have shot or failed to shoot, the hopes of Illinois College for endowment from this source were not realized. The financial panic of 1857 helped also to delay the final consummation of the effort. Although no general bankruptcy occurred in the region where the College was located, the time was hardly propitious for securing subscriptions. The next year hope blossomed once more; President Sturtevant and Professor Sanders were appointed special agents to complete the endowment and they went to work with renewed energy and redoubled effort. A subscription of \$10,000 was made to the College as an Indigent Fund, evidently intended for poor students, but it seemed very doubtful whether this fund could be counted as part of the general endowment which was being raised.⁸⁶ Success finally crowned the persistent efforts of years. At noon, on the last day of May, 1858, President Sturtevant telegraphed his friend these two significant words: "Fifty-eight thousand." The success of the campaign is further evident when one learns that this amount was raised without counting either the Indigent Fund, or the Beecher Professorship Fund. Only one who has made the effort and gone through the alternate hope and despair of such a campaign can appreciate the feelings of the president when he stepped into the telegraph office to send that message. The next day he wrote more at length to his friend:

I was half sorry I had promised to do it (*i.e.*, telegraph) for I thought you would be too incredulous of so large an amount that you would suspect some mistake. The truth is that from the 3rd of April

⁸⁴ J. M. Sturtevant to Theron Baldwin, Providence, R. I., Apr. 27, 1857.

⁸⁵ Theron Baldwin to J. M. Sturtevant, N. Y., July 15, 1857; Oct. 2, 1857.

⁸⁶ *Ibid.*, Feb. 15, 1858; J. M. Sturtevant to Theron Baldwin, Ill. Col., Feb. 23, 1858.

when Professor Sanders and I commenced the agency until now we have been on the flood tide of success and we have been borne up to a point we had no thought of reaching. At Pisgah, more than \$2000; at Quincy \$1600, in addition to more than \$6000 raised last fall; at St. Louis, \$2700; at Chicago \$4850. We could have raised \$20,000 if the Presbyterian Churches had been thrown open to us as the Congregational were. Thus far we had done well and were encouraged, but looked with anxiety towards what you might do for us. But at Alton Mr. Sanders raised week before last \$6105. This astounded us. Sunday before last we presented the case in the Congregational and first Presbyterian here. On Monday it began to rain money. In the course of the week four subscriptions of \$1000 each, several of \$500 and several of \$400. The week's work for Jacksonville and vicinity stands now at \$14,205. Mr. Sanders is now with a small church in the country and will doubtless add a few hundreds to this sum.

The whole result now stands as follows: By dispatch from you of Tuesday last we count the balance of the Beecher Professorship. That by our books is about—

Beecher Professorship	\$ 8,700
Indigent Fund	10,000
Fifty Thousand Subscription	58,000
	<hr/>
Whole Amount	\$76,700

Was it not appropriate that in my dispatch of yesterday I should refer to the 126 Ps?

The part of Jacksonville and vicinity in this matter is most interesting. It is as follows. At the commencement of this enterprise our friends here subscribed \$5000. Last week we got \$14,205. The Pisgah subscription should be added, only eight miles out. It is \$2180. These sums make \$21,385 given in this immediate vicinity to this, our enterprise. A few months previous we had raised about \$10,000 from the same field for the new building. We have certainly no occasion to say hereafter that the College has no friends at home. The earnest support of Quincy, Alton, Springfield, Griggsville, and Pittsfield is also cheering. Illinois College dwells among its own people. *It is at home.*⁸⁷

The question may well be asked whether, in the midst of these faculty changes and perhaps as a result of greater financial resources, there was any significant development in the educational work and ideals of the College. One does not ex-

⁸⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., June 1, 1858.

pect to find rapid progress in the ideals of higher education either in the older institutions of the East or the newer colleges of the West. Therefore it is not surprising to discover that as late as 1850 no change had occurred in entrance requirements at Illinois College. Nor was there any change in the rules for the use of the college library. The chief object still seemed to be to keep students out, rather than to encourage them to make frequent use of the library. Indeed, while the library was kept open two days a week in Beecher's time, now the librarian was not compelled to open the sacred place more than once a week.⁸⁸

In Illinois College, as in other institutions, the old curriculum was followed year after year with few changes. However, by the middle of the century the College began to feel a demand for other courses than those of the old classical dispensation and accordingly in 1852 a so-called Scientific Department was established.⁸⁹ That the trustees and faculty were progressive in this matter is evident when we recall that it was only in the preceding year that Harvard had conferred the first degree of bachelor of science ever given in this country.⁹⁰ Thus the instructors at Illinois College were among the first in the country to give recognition to the importance of science and the modern languages in a college curriculum. According to the catalogue, the new department was designed for that class of young men, "believed to be very numerous," who desired a scientific and English education, and were "yet hindered by their circumstances from attempting to explore a field so vast as that to which the study of the classics is designed to introduce the student." Candidates for admission into the new scientific course escaped the examinations in Latin and Greek, being examined only in such subjects as English grammar, geography, arithmetic and elementary algebra. Furthermore, instead of being required to take four years, the students in this department studied only three, and for two of those years they were required to be in attendance only twenty-six weeks; only for the last year were they required to be in residence the usual forty weeks. In the first year the scientific students studied rhetoric and mathematics, including navigation and surveying;

⁸⁸ Compare Laws of 1837 and 1850.

⁸⁹ Min., July 7, 1852.

⁹⁰ C. F. Thwing, *Hist. of Higher Ed. in Am.*, 429.

in the second year they went on with the higher branches of mathematics, although calculus was optional, and were required to take natural philosophy and chemistry; French was an optional study. The last year, they had a strange mixture of intellectual philosophy, astronomy, logic, natural theology, moral sciences, Paley's *Evidences of Christianity*, rhetoric, political economy, history, etc. The trustees felt it necessary to assure the public that in establishing the scientific course, they had no intention to lower the standards of the institution or "in the least to depreciate the classics."⁹¹ It was also announced that instruction would be offered in civil engineering as soon as the demand for instruction in that study justified the creation of such a professorship. The first time the degree of bachelor of science was conferred by Illinois College was in 1854, when it was awarded to John Gore and John D. Strong.⁹² The next year the length of the scientific term for the first two years was changed from twenty-six to forty weeks, thus bringing the length of the course in both classical and scientific departments more nearly into harmony, and doubtless greatly improving the quality of the work in the latter department.⁹³

The college year had earlier been divided into two semesters but the catalogue issued in 1855-1856 announced that the college year would henceforth be divided into three terms with a vacation of one week at the end of the first term for the Christmas holidays and a vacation of twelve weeks in the summer.

Examinations at this time were both oral and written. The ordinary term examinations were oral while certain more important tests covering a longer period were required to be written. For example, students took a written examination, with printed questions, at the end of the freshman year based on the work of that whole year. The next written test came at the end of the first term of the junior year and covered all of the studies pursued since the end of the freshman year. At the end of the second term of the senior year, another written examination was taken on the studies since the previous written test in the junior year. It was still customary for the board of trustees to appoint special committees to attend the more formal examinations of students. Furthermore, provision was made for indi-

⁹¹ Cat. of 1852-1853.

⁹² Min., July 11, 1854.

⁹³ *Ibid.*, July 12, 1855.

cating on the commencement program the relative standing of the graduates. The marking system was on the basis of 10. Those whose standing was below 7, delivered Dissertations; those with an average between 7 and 8.5 delivered Orations; those with an average between 8.5 and 9, High Orations; those with an average of 9 or more, Distinguished Orations.⁹⁴ Alumni who wished to apply for a master's degree were required to have spent "at least three years subsequent to graduation in literary pursuits either in teaching or in the study of a profession or otherwise."⁹⁵

Among other questions that were receiving serious consideration during the first decade of President Sturtevant's administration was that of establishing a theological department in the College. The prohibition in the original charter against the teaching of theology having been removed in 1841, the way seemed cleared for such an undertaking if the trustees were ready to take the step. When they came into possession of the Blackburn lands, they had gone so far as to add to the title of the president that of Blackburn Professor of Theology. As far as the catalogues show, however, this enlargement of the presidential chair never led to the introduction of any special theological subjects and, of course, the whole arrangement was overthrown by the decree of the Supreme Court. Nevertheless a man of President Sturtevant's ideals was naturally interested in providing an opportunity for a theological education for the students of the West. It was hoped that the new professor of rhetoric, who succeeded Mr. Turner, might offer some courses in the field of theology. With the agitation of a plan, begun about this time, for establishing a theological seminary in the Northwest, the question arose whether it might not be wiser to organize departments of theology in some of the western colleges. Mr. Baldwin, for example, believed such might be a wise procedure especially if students might then "resort to the Theological Seminaries of the older states" to complete their professional training.⁹⁶ President Sturtevant adopted the suggestion with considerable enthusiasm. No matter where the Northwest Theological Seminary might be located, he was sure

⁹⁴ Min., June 17, 1856.

⁹⁵ *Ibid.*, July 12, 1848.

⁹⁶ Theron Baldwin to J. M. Sturtevant, N. Y., Oct. 20, 1851.

the colleges "could not afford to give up the function of Theological Education." He felt certain that a strong department of theology could be organized in Illinois College by coöperation among the members of the faculty.⁹⁷ However, as on an earlier occasion, the project was not carried out.

In 1851, the Reverend Joseph P. Thompson, making a tour of the West as a representative of the Society for the Promotion of Theological and Collegiate Education, tarried for a time at the College and his report, although embodying some more or less stereotyped observations, helps to illuminate the conditions of the period. Like other early travellers, he admired the beauties of the college campus; the chapel, although recently improved, he found inadequate to the needs of the institution. President Sturtevant himself was more or less worried over the inadequacy of the chapel and in 1848 had raised several hundred dollars to make necessary improvements.⁹⁸ The room seated about two hundred, with seats on the platform for the faculty and visitors. Mr. Thompson was sure that a building "at once more architectural and more commodious would be a substantial benefit to the College." In his opinion, public edifices recently erected in the town rather disparaged the college buildings. His criticisms of the library indicate that this branch of the institution was far from adequate. "Its cast," he reports, "is too exclusively theological and it contains some imperfect works and some duplicates showing that it was made up chiefly by chance donations from the libraries of ministers and others at the East. It is easy to see that a library which can be stored, even by crowding, in the small space of a student's room must be very inadequate to the wants of a growing institution. It seems rather like an out of the way appendage, than an integral part of the institution; there is little in its appearance or its contents to stimulate thought or to satisfy inquiry." On the other hand he comments favorably upon the growing financial resources of the College and the ability of the members of its faculty.⁹⁹ A committee from the East which visited the College a few years earlier reported that the "philosophical

⁹⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., Oct. 29, 1851.

⁹⁸ *Ibid.*, May 4; June 20, 1848.

⁹⁹ *Eighth An. Rpt., Soc. for Promotion, etc.*, 1851, 56, 57.

apparatus" belonging to the institution had been purchased in Paris "at great expense" and was considered to be "one of the best in the United States."

Another visitor of this year was former President Beecher who came to attend the commencement exercises. The number of people who attended the exercises was not large, on account of an epidemic of cholera which had broken out in various parts of the West; the scourge was not prevalent in Jacksonville this time, but people naturally hesitated to travel. The public addresses delivered by the former president on this occasion seem to have been a little disappointing; he evidently had lost some of that "fiery fervor" which was formerly so characteristic of his public efforts.¹⁰⁰ Another event of the year 1851 which deserves to be recorded was the death of William Kirby, the first of the founders to pass away. Kirby had come out to Illinois in 1831 and, after serving two years as a tutor in the College, began his labors as a pioneer preacher at Union Grove in Putnam County. A young man of weak constitution, he did not easily bear the privations and hard life on the frontier, and yet as a general agent for the American Home Missionary Society, he was obliged to travel much and bear many hardships. He travelled to and fro over the new state and sometimes outside of it, helping to found churches and bolster up weak congregations. He was especially faithful in the performance of his duty as a trustee of the College, having missed only two regular meetings of the board during his eighteen years of service; one of those meetings was held during the cholera epidemic of 1833 and on the other occasion a flood in the Illinois River blocked his way to the meeting.¹⁰¹ His devotion to the College is further illustrated by the fact that out of an annual income of \$400, he gave \$100 to the institution.

Reference has already been made to the fire which in 1852 destroyed most of the main college building. The fire occurred on the night of December 30, when nearly all of the students were away on their Christmas vacation. It seems that President Sturtevant and the few students who had returned from their vacations were attending a meeting in the town, so that com-

¹⁰⁰ J. M. Sturtevant to Theron Baldwin, July 17, 1851.

¹⁰¹ Sturtevant, J. M., Sermon, Com. of Life and Labors of Rev. W. Kirby.

paratively few people were on the campus when the flames were discovered at about eight o'clock. When President Sturtevant reached the grounds, one-half of the roof was already in flames, and it seemed to him that all efforts to save any part of the building would be futile. However, since the wind was blowing from the south, the volunteers were able to save the south wing of the structure, and they likewise succeeded in saving practically all the books of the college library. Contemporary accounts indicate that Professor Turner was one of the most courageous and energetic leaders in the efforts to save the building.¹⁰² "It was an awful night, never, *never* to be forgotten," writes the president. "When the morning dawned, the walls were all standing in desolate, awful loneliness. While we were at breakfast, the middle partition wall, owing to the consumption of some timbers which were wrought into its structure gave way and drew along with it the side walls in one, huge, indiscriminate ruin, leaving three of the tall chimney stacks—standing like monuments of desolation projected upon the beautiful grove in the rear."¹⁰³

The worst is yet to be told—an insurance policy of \$4,000 had been allowed to lapse, so that only \$3,000 could be recovered on the building.¹⁰⁴ It seems that a new treasurer had recently entered upon his duties and, since the company had failed to send notice of the expiration of the policy, the payment of the premium had been overlooked. In view of the strenuous effort just then being made to increase the endowment of the institution, the fire, with the loss of a large part of the insurance, was a severe blow. However, the trustees and president soon recovered from the shock and at once formulated plans to secure a new building. The latter found some consolation in the fact that he cared little, anyway, for college dormitories; for years there had been in his mind "a growing dislike of the plan of congregating students in college buildings by themselves remote from domestic influences," and he had wished many a time, probably when vexatious problems of dormitory discipline worried him, "that the ground on which our buildings stood was covered with clean blue grass and shade

¹⁰² J. M. Sturtevant to Theron Baldwin, Ill. Col., Jan. 1, 1853.

¹⁰³ *Ibid.*, Jan. 13, 1853.

¹⁰⁴ *Ibid.*, Jan. 1, 1853.

trees.”¹⁰⁵ Perhaps, after all, the disaster might be a blessing in disguise. Therefore, instead of rebuilding the dormitory, it was decided to construct a dignified building for general college purposes and thereafter “to trust entirely to private accommodations for students.” A public meeting of the citizens of Jacksonville accordingly was called in order that the situation might be presented to them.

A subscription was started, and late in January the trustees definitely authorized the prudential committee “to make contracts for the erection of a building to contain a chapel, library room, room for cabinet of minerals, and such other rooms as may be found practicable and desirable out of any funds which may be provided specifically for that purpose.”¹⁰⁶ The committee was also instructed to repair the south wing, which had served for several years as the home of the Sturtevant family and is at present the college commons.

The thought of removing the College to a new location if the citizens of the town and county did not subscribe liberally for the erection of a new building suggested itself to President Sturtevant and a number of other trustees. Possibly at first the president thought of the idea only in the nature of an argument that might be used to get subscriptions, but when the fund for a new building did not grow rapidly and when some of the theological foes of the College hung back or offered criticisms, his patience was exhausted. He figured that the college site with the remaining buildings might be sold for fifteen or twenty thousand dollars and that with the sum thus realized, it might be a great advantage to construct the building in another locality, provided the town selected would give a substantial sum towards the endowment. At a public meeting held in Jacksonville, Mr. Sturtevant “astounded the audience by stating that in ‘his’ judgment such a movement by the trustees was not improbable.” It is evident that this suggestion greatly stimulated the interest of local citizens in the movement for a new building. A committee of “some eighty citizens of the county of all sects and parties” was promptly organized and the

¹⁰⁵ J. M. Sturtevant to Theron Baldwin, Jan. 1, 1853.

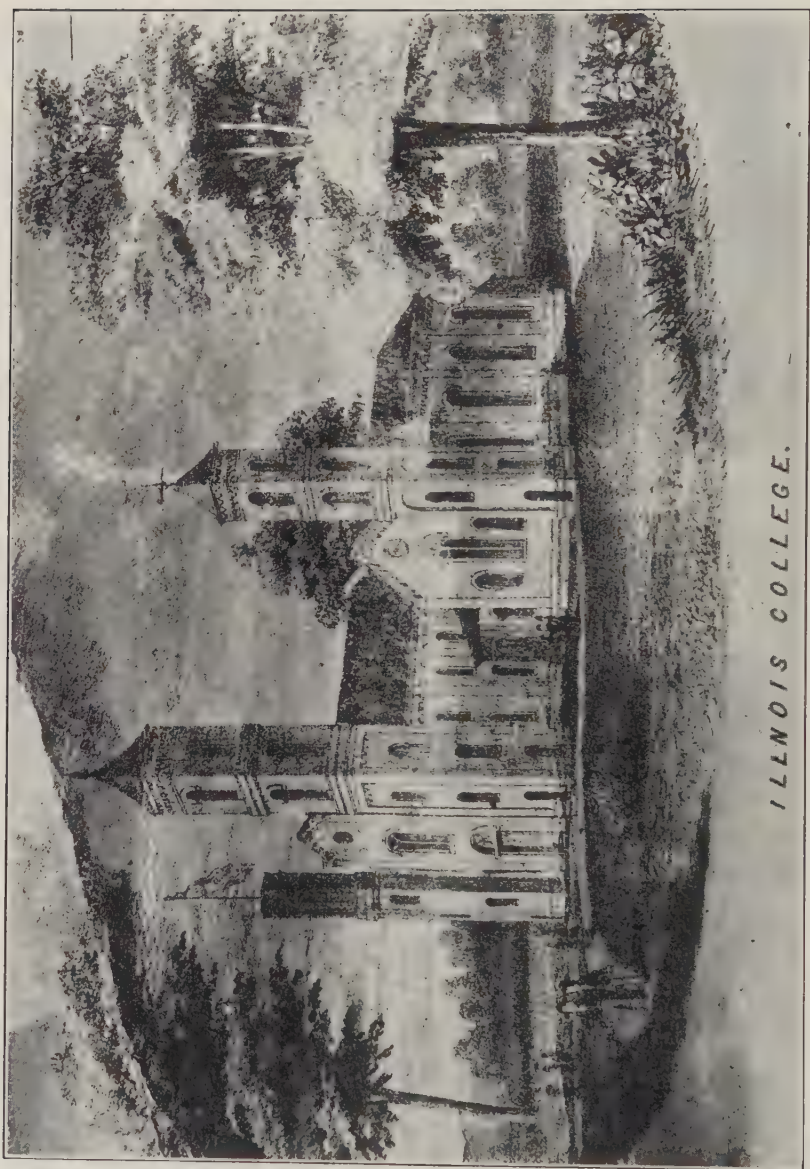
¹⁰⁶ Min., Jan. 26, 1853.

surrounding country was divided into districts for the canvass.¹⁰⁷ The trustees met on the twenty-sixth of January, when apparently about \$4,000 had been raised. That amount would not seem to have been such a discouraging start, but President Sturtevant, tired of money-raising, still appeared pessimistic. "It is a sentiment," he writes to Baldwin, "in which I believe every member of the Board present, and some who were not present fully concurs, that if Morgan County now fails to show that it values the College, it must and shall be removed. There is no one who does not feel the full force of all objections against such a step, as you see them. But they feel that the College has suffered greatly and most unreasonably for the want of a local and home sympathy which it has long and richly deserved but has been prevented from receiving by the action of obstinate and wicked sectarian and sectional prejudices. If these prejudices are to act in the future as in the past—if the agent of the College is to stand at the doors of a large number of our wealthiest citizens as a miserable beggar to be abused and then sent away, and if in order to make anything like a respectable show of contributions in its favor, the Faculty themselves must contribute, as in the endowment effort, till their families feel it in privation of the comforts of life for many years—if such things are still to be, in the midst of the increasing wealth of this town and county, we must try to do better elsewhere." It seems that removal to Quincy was in the president's mind. He confessed that he "believed Quincy a better place for the College than Jacksonville" and regretted that it was not there.¹⁰⁸

Theron Baldwin was startled by the suggestion of removal and at once telegraphed the president: "Ten thousand in Jacksonville worth twenty or thirty thousand elsewhere." He warned his friend that such a threat might produce a reaction and furthermore advised him that the failure of the trustees to keep up the premiums on the insurance had made a bad impression upon eastern friends. Eastern business men felt "that there was an inexcusable neglect in reference to the insurance," and the president was advised not to look to the East for assistance in securing a new building. Baldwin was convinced that

¹⁰⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., Jan. 13, 1853.

¹⁰⁸ *Ibid.*, Feb. 3, 5; Mar. 11, 1853.



ILLINOIS COLLEGE.

STURTEVANT HALL AS ORIGINALLY PLANNED

"if the citizens of Morgan County will give \$20,000 to repair damages, it will be the noblest testimony that the College has ever received and it will put all things right" in the East; he felt sure "that nothing but the most desperate extremity would render it expedient for the trustees even to petition for the right of removal."¹⁰⁹ He reminded his friend, the president, that he might be expecting more than in the nature of things he had a right to expect. "I should think a long time," he writes again a little later, "before I should tempt the devil to stir up opposition or cool off zeal by pledging myself to quit unless public goodwill came up to a certain mark."¹¹⁰

Meanwhile the subscription committee continued its labors and the building fund increased slowly.¹¹¹ Plans for the building were being prepared by Mr. Rumbold, an able and well-known architect of St. Louis—the same architect who designed the beautiful dome of the old courthouse in that city. His plans, showing a front elevation with three towers, were adopted, and the board in the summer of 1853 authorized a committee to commence the erection of the building upon the present campus as soon as fifteen thousand dollars was secured. If that amount were not forthcoming, the committee was authorized "to raise the question how much can be procured for erecting it on any other site in this state, which they may judge suitable."¹¹²

Although the campaign for the building fund continued to move along very slowly, the trustees apparently did not take active steps to carry out the plan of selling the old site and removing the College to another town. It was not until 1855 that the construction of the present "Sturtevant Hall" with its graceful tower was commenced.¹¹³ The corner stone of the new building was laid on the seventh of October, the address of the

¹⁰⁹ Theron Baldwin to J. M. Sturtevant, N. Y., Jan. 24, 1853.

¹¹⁰ *Ibid.*, Feb. 15, 1853.

¹¹¹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 3, 11, 1853.

¹¹² Min., July 13, 1853; general style was that of Dr. Cheever's church in New York. J. M. Sturtevant to Theron Baldwin, Ill. Col., July 30, 1853; note also the resemblance, as finally built, to the old Smithsonian building in Washington.

¹¹³ J. M. Sturtevant to Theron Baldwin, Aug. 6, 1855.



STURTEVANT HALL AS IT IS

occasion being delivered by Truman M. Post.¹¹⁴ The effort to complete the building fund was merged more or less with the general campaign for funds described elsewhere in this chapter and it was not until the fall of 1857 that the new building was completed and dedicated.¹¹⁵

In 1855, the College celebrated its twenty-fifth anniversary. President Sturtevant and the trustees had first thought of holding a reunion of friends and founders in connection with the commencement of 1851. In fact formal invitations were actually sent out, but so many found it impossible to come, that the plan had to be abandoned. Baldwin, in declining his invitation, suggested that it might be much more appropriate to have a twenty-fifth anniversary reunion and accordingly early plans were made for the celebration of the twenty-fifth birthday of the College. It is somewhat strange that the celebration was not held in 1854, but evidently the president thought it best not to have the jubilee until the twenty-five years had fully elapsed and furthermore he had strong hopes that by 1855 the new building might be dedicated as a part of the exercises.¹¹⁶ In July, 1854, the trustees appointed Lippincott, Sturtevant, Yates, Glover and Johnson as the committee of arrangements and invited the president to deliver the historical address.¹¹⁷

The exercises were held on Wednesday morning July 11 in the First Presbyterian Church, a building situated on the south-east corner of the present State and West Streets. According to the program, many old friends of the College must have been present. The invocation was offered by Theron Baldwin and the principal address, delivered by President Sturtevant, proved to be a very interesting, dignified, historical account of the founding and progress of the Collège. He traced the beginnings of the movement in the West; the union with the band of young men from Yale; the simplicity and vicissitudes of the

¹¹⁴ Post, T. A., *Truman M. Post*, 219, 220.

¹¹⁵ *Fourteenth An. Rpt., Soc. for Promotion, etc.*, Oct., 1857, 22; J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 25, 1856; Apr. 9, 1856; June 20, 1856; Sturtevant, J. M., *Autob.*, 270-272.

¹¹⁶ Theron Baldwin to J. M. Sturtevant, N. Y., Apr. 15, 1851; J. M. Sturtevant to Theron Baldwin, New Haven, June 8, 1853; *Ibid.*, Ill. Col., July 17, 1854.

¹¹⁷ Min., July 11, 1854.

first years; the early progress of the institution followed by a financial crisis which brought it almost to the point of extinction; its recovery and the brighter outlook which was then filling all with great hope. "It has ever been the intention of the founders and guardians of the College," he assured his audience, "that its character should be strongly religious and decidedly evangelical, but that it should rather represent the great essentials of the gospel than the denominational peculiarities of any sect." The whole number of graduates of the College at that time was one hundred and thirty of whom one hundred and eighteen were living. About one thousand students had received instruction in the various departments. He referred to the early friends who had died—William C. Posey, John P. Wilkinson, William Kirby, John Tillson, Joseph Duncan, Thomas Mather, David B. Ayers and Gideon Blackburn. He continued, "We began in the midst of poverty—we are now called to carry forward the work in the midst of wealth. We began almost single handed—we have now more than a hundred living alumni to sustain us in our work. We began in youthful inexperience—we have now the benefit of a quarter of a century of experience. Let us then be strong and acquit us like men."

In the evening the friends gathered for a banquet at the Mansion House. Asa Turner asked the blessing and among those who responded to toasts were John M. Ellis, Truman M. Post, Mason Grosvenor, Theron Baldwin, Richard Yates, Edward Bates, Samuel Wolcott, President Sturtevant, Asa Turner and Flavel Bascom. Especially noteworthy among these addresses was that of Mr. Post the former Professor of Rhetoric, then pastor of the First Congregational Church of St. Louis, who responded to the toast, "The First Faculty." The sentiments which he expressed and the literary charm of his address must have delighted his audience. It was about eleven o'clock when the company sang "Auld Lang Syne" and separated "all regarding it as one of the most delightful social seasons ever witnessed in Jacksonville."¹¹⁸

¹¹⁸ Full account of the exercises is found in a pamphlet; *Quarter Century Celebration at Illinois College*; see also Post, T. A., *Truman M. Post*, 220-222.

One of the honored guests who was present on this occasion passed away a few weeks later. Reference has already been made to the will of John M. Ellis. His relations with the College, after he had assisted in laying the foundations, did not continue to be so intimate as those of the other founders. That he never became a trustee of the institution apparently was due not to any real estrangement between him and the men who were actively concerned in the administration of the College, but was the result rather of his separation from the local church, his removal from Jacksonville and possibly his keen interest in similar enterprises in other parts of the country. After assisting in establishing Illinois College and the Jacksonville Female Academy, he had given up his pastorate in Jacksonville and became the agent first of the American Education Society in Illinois and then of the Presbyterian Education Society in Indiana. It was while serving in the latter agency that he helped to found Wabash College at Crawfordsville. A little later, after his wife and children had all perished in the Jacksonville cholera epidemic, Mr. Ellis returned to New England. In a short time, this ambitious, restless servant of God was back again in the West helping to found Marshall College (now extinct), in Michigan, and establishing another mission church. In 1840 we find him once more in the East serving as pastor of a church at East Hanover, N. H., and as agent for Dartmouth College. The later years of his life were passed in the service of the Society for the Promotion of Collegiate and Theological Education at the West. In that capacity he travelled about New England, endeavoring to interest eastern people in the western colleges. He was deeply stirred by the Kansas-Nebraska question and at the time of his death was actively engaged in plans for a colony and a college in the Nebraska Territory. If one wished to make the record of his educational efforts complete, he would also have to mention his interest in Wittenberg College. As was noted on a previous page, he left the residue of his estate to be divided equally among Illinois, Wabash and Wittenberg for the endowment of scholarships. Ellis was, indeed, a founder of colleges and churches; apparently not an eloquent preacher, he was nevertheless an enthusiastic agitator and a

successful organizer—a man of attractive, impressive appearance and strong personality.¹¹⁹

The sectarian controversies of the early years did not by any means subside in the administration of President Sturtevant. Indeed, the president's views on church government, as well as the liberal tendencies of some of his colleagues, helped to draw the religious lines more sharply. The details of these controversies, often involving bitter personal rivalries and reflections on the motives and characters of men, need not detain us. However, a vital principle in higher education—the liberty of free investigation and of free expression of opinion—was at stake and therefore the subject deserves some further consideration.

The old controversy between Presbyterianism and Congregationalism was still at the bottom of the trouble. Presbyterians looked with jealous eyes at the growing strength of the Congregationalists in the West and Presbyterians on the board of trustees insisted that their interests in the College should be more securely safeguarded. President Sturtevant at first had little patience with the suggestion of yielding to such pressure, but in time, influenced by the advice of his friend Baldwin, he was willing to make some concessions to the Presbyterian party. The leader of this faction on the board of trustees apparently was David B. Ayers, while his wife was a persistent assistant agitator outside of the board. The bitterness of the local feeling between Presbyterians and Congregationalists is shown in an episode which occurred in 1851, when the new school Presbyterian church was invited to participate in the installation and ordination of a pastor at the Congregational church. The new school church and its pastor had been formally invited "to sit in council at the ordination" of the Congregational minister, but the Presbyterian divine replied that "he could not conscientiously be a member of the council, as it was his conviction that so solemn a transaction as an ordination ought always to be the act of a more permanent body than a council"—a decision which, of course, he had a perfect right to make. When, however, many of his flock attended the ordination

¹¹⁹ Dimond, David, *Memoir of John M. Ellis*, in *Presbytery Reporter*, Sept., 1859; Sturtevant, J. M., *Historical Discourse at Quarter Cent. Celeb.*; Theron Baldwin to J. M. Sturtevant, N. Y., Aug. 18, 1855; Jan. 6, 1857.

exercises, he "dealt out" to them, in the afternoon, "a severe admonition for running to other churches."¹²⁰ Another indication of the attitude of the Presbyterian element to President Sturtevant is found in Norton's *History of the Presbyterian Church in Illinois*. The author, one of the leading Presbyterian divines of the state, insists that the president of the College must be classed as "a most pronounced and radical Congregationalist." He complains that "under his lead that institution, meant at first to be Presbyterian, then Presbyterian and Congregational, has been carried over wholly to the Congregational side. He has been the leader of that ism in this state from its very beginning in about 1833. All concede to him remarkable ability, but Presbyterians in this state owe him no thanks."¹²¹

In 1846 a committee of two clergymen, Mr. Eddy and Mr. Towne, had been sent out by the eastern Society to investigate the western colleges. The scope of their investigations apparently was broad, extending to religious as well as educational and financial conditions. It happened that Mr. Eddy had a brother who was serving at the time as pastor of the Jacksonville Presbyterian church and this brother, it seems, had indulged rather freely in criticisms of the college faculty. Under these circumstances, many of the faculty looked with considerable suspicion upon this committee of wise men from the East, who came especially to "get on the scent" of any heresies which might be lurking in out of the way places. Nevertheless it must be said to the credit of this committee that it performed its delicate task in a reasonable manner and its report was in the main an endorsement of the College. The only member of the faculty whose views on theology the committee questioned and feared was Professor Turner. A few extracts from the report of the committee may be of interest:

. . . We heard it whispered here and there that these gentlemen were unsafe men—men of latitudinarian sentiments, who indulged a loose way of thinking, especially in theology. . . . Your committee determined to ascertain if possible how much ground, if any, there might be for suspicions of this kind; and accordingly they lost no opportunity to gather all the facts that could be obtained from the most authentic

¹²⁰ J. M. Sturtevant to Theron Baldwin, Ill. Col., June 10, 1851.

¹²¹ Norton, A. T., *Hist. of Presby. Church in Ill.*, I, 158.

sources of information in the principal places through which they passed; and during their stay at Jacksonville, they spent an entire week in the most full and free conversation with the people of the village, and with the faculty themselves, hearing all that was to be alleged on the one side and the explanations that were to be made on the other. And we are happy to state it to be our firm conviction that so far as regards President Sturtevant, and Professors Post and Adams, nothing can be objected which can in the least shake the confidence of the Christian public and the patrons of learning in them. They are men of great independence of mind, it is true. They are men of great transparency of character. Their views are too enlarged and elevated to admit of their being bigots in religion, or partizans in politics. We believe them to be men of sound piety. No one questions their intellectual ability and that they are honestly and enthusiastically devoted to the cause of education on these western prairies, their personal sacrifices and firm endurance amid the discouragements of years bear ample testimony. We cannot but honor them for their perseverance. We cannot but acknowledge their superiority to many others who, having engaged with a good degree of zeal in similar enterprises, have fainted under far less embarrassments. It gives us pleasure to add that they have a hold on leading minds in the state of Illinois which could not be easily loosened.

After this endorsement, the committee proceeds to explain that the only possible ground for the rumors might be found in the "published creed and certain sentiments promulgated" by Professor Turner.¹²²

The antagonism between Congregationalists and Presbyterians often manifested itself when new faculty members or trustees were being considered. We saw, for example, how President Sturtevant in 1851 agreed that the new professor of rhetoric should be a Presbyterian, but "then," he declared, "I am done. This ecclesiastical question has influenced us already more than it ought."¹²³ When in 1856 a renewed effort was being made to raise the \$50,000, it was proposed that a circular

¹²² MSS. Extracts from Rpt. of Com., 1846; J. M. Sturtevant to Theron Baldwin, Ill. Col., Aug. 3, 1846; *Ibid.*, Aug. 13, 1846; Theron Baldwin to J. M. Sturtevant, N. Y., Oct. 5, 1846; J. M. Sturtevant to Theron Baldwin, Ill. Col., Oct. 27, 1846; Theron Baldwin to J. M. Sturtevant, N. Y., Nov. 6, 1846; Mar. 19, 1847; J. M. Sturtevant to Theron Baldwin, Ill. Col., Apr. 21, 1847; *Third An. Rpt., Soc. for Promotion, etc.*, 1846, 36, 37.

¹²³ J. M. Sturtevant to Theron Baldwin, Ill. Col., June 10, 1851.

should be issued guaranteeing that an even balance should be maintained between the Presbyterians and Congregationalists on the board of trustees. President Sturtevant went so far as to draw up such a document and even journeyed to Alton to consult the "Oracle of Alton," as he calls Mr. Norton, about the matter. The latter seemed to approve the president's suggestions, but after Mr. Sturtevant had returned home, he received a letter from Mr. Norton suggesting that a division of property might be guaranteed if the College were ever to come exclusively under the control of one denomination.¹²⁴

The president stood firm for the principles which he had outlined in his proposed address to the public and expected the trustees of the College to uphold these principles. Brother Norton, however, was equally determined to have a more definite acknowledgment of the rights of the Presbyterians in the management of the institution and hinted that he might bring the question of the relative rights of Presbyterians and Congregationalists before Synod. Since the president and trustees had to depend in no small degree upon Presbyterian support in the critical financial campaign then under way, the controversy created a difficult situation. Norton had written that he could not promise to coöperate on the "present basis" of control. Sturtevant, having expressed his convictions, wisely decided to leave the decision to his trustees. He expressed himself frankly to his intimate friends: "I must therefore leave the responsibility with the trustees. If they revolutionize the institution, I must resign and seek another field of usefulness. If the trustees stand firm, I see no cause for despair. If they yield, I can stand at the head of the enterprise no longer."¹²⁵ When Baldwin learned about the situation, he protested strongly against the idea of acceding to Norton's plan. "My very soul," he writes, "rises up against the idea of an assumption on the part of the Board that they have a right to partition out that great and sacred inheritance to claimants that may come in and assert that they are legal heirs. . . . Principles are involved in this matter that are fundamental and immense in their sweep. . . . the

¹²⁴ J. M. Sturtevant to Theron Baldwin, Ill. Col., Apr. 23, 1856. This letter contains a copy of the proposed Address to the Public.

¹²⁵ *Ibid.*, June 2, 1856.

ecclesiastical spirit is up, nevertheless, and its demands will be steady and persistent and I would not treat the case of Illinois College as one of local interest merely, but as involving principles which strike far and wide upon the great educational system."¹²⁶ These views were expressed in a private letter to the president, but Baldwin also enclosed a communication which was to be read to the trustees if Sturtevant thought it wise to do so. This communication expresses so well the dangers of narrow, sectarian control and of ecclesiastical bargaining in educational affairs that it deserves to be quoted at length.

New York, June 11, 1856.

Reverend J. M. Sturtevant,
Illinois College,
Jacksonville, Illinois.
Dear Brother:

The Illinois College circular which you sent came duly to hand and I have examined it with some care especially those parts which relate to the ecclesiastical and religious basis of the institution. It would afford me great pleasure to be present at the forth-coming meeting of the Board of Trustees but that will be out of my power. I do not know as those matters in the circular to which I have alluded will come up for consideration, but if they do, I desire you to put the Board in possession of some thoughts which I will now very briefly present—viz.

1. It is unquestionable that Presbyterians and Congregationalists have mutual rights and interests in Illinois College and these must be mutually respected by the Trustees or they are guilty of injustice and perversion of the trust committed to them. All this is abundantly conceded in the circular.

2. Any attempt to make a specific statement of those rights and interests either by definitions or figures would be attended with very great difficulties, especially if this is to be made an authoritative basis of future action. The moment you begin to mention *names* for such a purpose you are in a swamp. How indefinite for example at this day is the term Methodist; it may be Episcopal or Protestant, Church North or Church South, etc., etc., and a few days since there was in my office an Agent for a college in Michigan which is mainly under the influence of "Congregational" Methodists. What have you done when you have simply mentioned the term *Congregationalist*. Would the Presbyterian friends of Illinois College be willing to accept that

¹²⁶ Theron Baldwin to J. M. Sturtevant, N. Y., June 11, 1856.

term without qualification and surrender one half the power to anybody or thing that might come under that designation. Or suppose one half the power set over to Presbyterians. We have only indicated the genus and should we not act blindly unless we indicated the particular species and that too with its special characteristics in their varying shades? I have my *doubts* therefore whether it is *practicable* for the Trustees to be any more specific in respect to the ecclesiastic basis of Illinois College than they have been in their circular.

3. If I were to view the matter in the mere light of a *bargain*, as I understand the nature and tendency of things, it would be my opinion that Congregationalists would be decidedly *gainers* by agreeing to accept of *one half* of the power and influence provided these could be made sure to them.

4. I have very strong scruples whether the Trustees have a *right* to propose any such bargain or to be in any way partners in it. I cannot here indicate the grounds of these scruples but I say this after a great deal of reflection on the subject. It may be that these scruples are groundless, but the whole matter is a very grave one and I am clear that the Board ought not to venture upon anything like a bargain-ecclesiastical so long as doubt hangs anywhere upon such a course. There should at any rate be time for the fullest examination and the most deliberate action. I do not know that there is any occasion for it, but as a Trustee I wish to enter my most earnest protest against any hasty action on the part of the Board in respect to this matter.

As to the religious character of the College, Congregationalists and Presbyterians are *alike* concerned to see that this is kept in harmony with the sacred designs which led to the establishment of the College. I would yield to no man in anxiety and effort to secure this point. Whether anything can be done to make it more sure, is a legitimate *inquiry* on the part of the Board of Trustees. This matter once came up in the College Society in respect to all the colleges aided and inquiries were instituted. But if it should be conceded that some additional security is needed in respect to Illinois College and that the *character* of it is in a measure to be determined by denominational action, it must be remembered that there is more than one party in the case and that if any new basis is constructed, or rather *a* basis put into definite phraseology, it should be the common platform of the denominations and individuals that have hitherto given it life and must be relied upon for its future advancement.

Very truly yours,

Theron Baldwin.

When the trustees assembled for their annual meeting at the commencement season of 1856, the question of ecclesiastical control was not even introduced.¹²⁷ Evidently, the members of the board who may have favored Mr. Norton's plan saw the futility of bringing up the question at the board meeting.

The independent spirit of President Sturtevant and his devotion to the cause of intellectual freedom in the College are further evident from his attitude in connection with an article which he had published in the *New Englander* in the fall of 1857. This article, dealing in a frank spirit with certain controverted questions, aroused criticism and feeling in some quarters and in the midst of the campaign for funds, a member of the board of trustees expressed to the president his disapproval of the article and warned him "of the evil consequences likely to result from such publications." This trustee furthermore attempted to induce Mr. Sturtevant to pledge himself to a policy of silence on such subjects in the future. The president's reply was what might have been expected; evidently aroused by the interview, he told the board member in plain words that he would at once resign if the trustees of the College believed that he had "in the smallest degree violated the strictest proprieties" of his position. He insisted that he did not care to retain his place "at the expense of the smallest portion of my individual liberty to bear my full part in the progress of mind in my generation," that he would not give his sanction "expressed or implied, to any principle which would deprive any college officer of any portion of his freedom of utterance." It was certainly a fine, courageous reply and it must have made a wholesome impression upon the complaining trustee, for the latter at once assured the president that no thought of his resignation could be entertained.¹²⁸ Undoubtedly President Sturtevant was doing a great service for the cause of higher education not only in Illinois College but throughout the West by his vigorous protest against denominational control of colleges. It is doubtful whether there was any educator in the country at that time who saw more clearly the dangers of a narrow, sectarian control

¹²⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., June 20, 1856; Theron Baldwin to J. M. Sturtevant, N. Y., June 30, 1856.

¹²⁸ J. M. Sturtevant to Theron Baldwin, Ill. Col., June 1, 1858.

of higher education. He maintained in both private and public discussions, on the platform, and in the periodical press that ecclesiastical control of higher education was as dangerous as political control. In his opinion, political and ecclesiastical bodies were "alike constituted for other ends than the management of literary institutions, and these primary ends for which they exist, will always be paramount in their proceedings and reduce all other interests which they may attempt to embrace and take care of, to a subordinate position." Furthermore he saw, what the subsequent years have demonstrated, that the sectarian spirit in higher education would only "multiply feeble and starveling enterprises to destroy one another by their mutual rivalships." He was sure there was only one remedy. "The very spirit and principle of Denominationalism must be abjured in our Colleges. We must found them upon a broad and comprehensive platform of Evangelic Faith. We must co-operate in sustaining them as Christians and not as Sectarians. . . . We must esteem them as precious, not as the instruments of aggrandizing our Denomination, but as blessings to our country, to mankind, and to the distant future."¹²⁹

It may seem that disproportionate space has been given to these ecclesiastical controversies, but it is evident not only that the issue loomed large to the men who were then shaping the destinies of Illinois College, but that it has been an issue of transcending importance in the history of higher education throughout the United States.

Student life in these early years of Sturtevant's administration was not very different from the life of the Beecher period. Of course frontier conditions were changing; a railroad, the forerunner of the present Wabash, had been built between Meredosia and Jacksonville and extended to Springfield even in Beecher's time and in 1848 a telegraph office had been opened in Jacksonville.¹³⁰ The population of the town in 1850 was about 2,700. Educational conditions had also greatly improved. The Jacksonville Female Academy had a hundred students in 1848 and there were fifty girls in a local Methodist

¹²⁹ Sturtevant, J. M., "Denominational Colleges," in *N. Englander*, XVIII (1860), 68.

¹³⁰ J. M. Sturtevant to Theron Baldwin, Ill. Col., Oct. 31, 1848.

Academy, the beginning of the present Illinois Woman's College. The next year the Methodists were ready to begin the construction of a building to cost about \$20,000 for their seminary.¹³¹ Furthermore, public education was being gradually improved. President Sturtevant, as one might expect, was a leader in the movement for a free public school in the town, and in 1848 the people, inspired by his leadership, voted a sum of money for the erection of a public school building.¹³² In 1846 the State School for the Deaf had been opened and the State School for the Blind was opened three years later. Students, as well as the people generally, benefited from the amelioration of severe frontier conditions. But aside from these general changes, the stream of student life continued to flow in the same channels and with the same occasional muddy turbulence as in the earlier period. In 1850, the trustees issued a revised code of "laws" in which the "don'ts" for students are very similar to the first code issued in 1837. Strict regulation and minute supervision continued to be the order of the day. Music, vocal or instrumental, was still prohibited after ten o'clock on the campus, and, as in former days, no "convivial meetings" were allowed in the room of any student. Sentiment, at least on the part of the authorities, against student indulgence in intoxicants had grown somewhat stronger. Whereas in 1837 "strong drink to intoxication" was prohibited, in 1850 total abstinence was enjoined upon all, and it was formally declared that in matriculating, every student will be understood to give a pledge of total abstinence from all intoxicants "except for sacramental or medicinal purposes." In order to make the exclusion of every form of intoxicant from the campus certain, the trustees now forbade students to "bring, keep or use upon the College premises any intoxicating liquors or *other exhilarating substances*." There were substantially the same regulations concerning student attendance upon religious exercises except that the hour for morning prayers was a little later. The churches of the town now evidently took a more direct part in the religious life of the institution, for the students were definitely required to attend some church Sabbath mornings in

¹³¹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Nov. 16, 1848; Jan. 15, 1849.

¹³² *Ibid.*, Dec. 22, 1847.

addition to a "lecture at the College chapel every Sabbath evening," each student being obliged to report on Monday what church he had attended. If a student felt that he had been unjustly treated by the faculty in a matter of discipline, he might ultimately bring his case before the trustees.¹³³ A picture of a student's room may perhaps be drawn from the "outfit" mentioned in the catalogue. This included "a plain table, two or three chairs, a pail, a wash bowl and pitcher, andirons, shovel and tongs, bedstead and bedding."¹³⁴

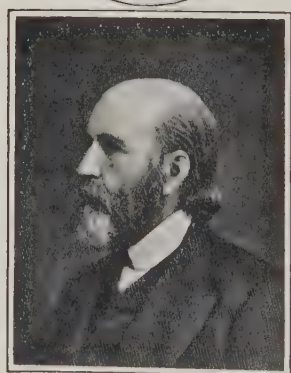
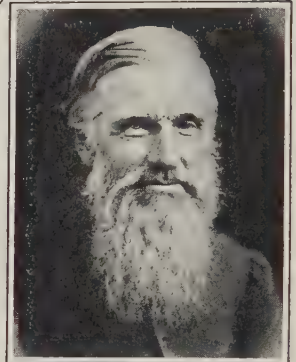
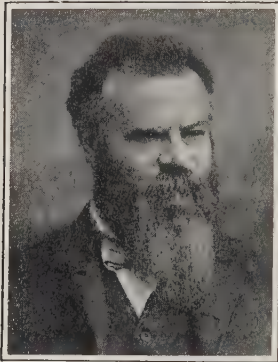
The expense of getting a college education continued very low, tuition being only \$20 and the estimated total annual expense at the beginning of Sturtevant's administration only \$95. If a student resided in the village the expense evidently was a little higher for there board and room cost from \$2.50 to \$3.00 per week. In 1855 the tuition was raised to \$30 and the estimated total expense was about \$130. Poor students were permitted to pay their bills in advance by a note "on condition of holding themselves ready to redeem their notes by their labor during the term if required to do so by the faculty or agent."¹³⁵ There was also an arrangement to enable students to rent textbooks from the College.

It was in the early part of President Sturtevant's administration that Illinois College began to feel the competition of other institutions. Knox, founded in 1837, was beginning to compete with Illinois for both money and students, and since both institutions expected financial aid and patronage from common sources, there was more or less rivalry. Perhaps still more keenly, however, did the friends of Illinois feel the competition of the Methodists at McKendree, and of the Baptists at Shurtleff. More distant institutions like Western Reserve, Oberlin, Wabash and Beloit, while not competing with Illinois for students, were nevertheless, as already observed, keen competitors for eastern contributions. Occasionally the competition of these colleges for aid from eastern sources caused President Sturtevant some concern; he was afraid that the importunities of their presidents might blind the directors of the Society for the Promotion of Collegiate and Theological Education at the

¹³³ Laws of 1850. Chaps. I, Sec. 12; V.

¹³⁴ Cat. of Jan., 1845, 13.

¹³⁵ *Ibid.*, 13, 14, 19; 1855-1856.



A Few of the Distinguished Alumni and Former Students of the Early Years.
GEORGE SHEPHARD PARK, JOHN WESLEY POWELL, SAMUEL B. FAIR-
BANK, STEPHEN HEMPSTEAD, NEWTON BATEMAN, ROBERT W.
PATTERSON, THOMAS LAURIE

West to the pressing needs of Illinois. He also began to realize that his intimate friend Baldwin, in his capacity as Secretary of this Society, could not stand forth as the advocate of any particular college, but that he must, as far as possible, promote the welfare of all of them.¹³⁶

By the late fifties the College had begun to exert a perceptible influence upon the community and state through its alumni. Graduates of the earlier years had now been out of college long enough to begin to play a part in the affairs of the world. As might be expected a large percentage of them had entered the field of the Christian ministry. The record of the occupations of the early alumni is not by any means complete, but fully 44 per cent of the graduates of the first twenty years entered the Christian ministry. Of the first twenty classes there was only one that did not send one or more representatives into the ministry; two classes sent all of their number into the ministry and all the members of another class, except one whose occupation is unknown, became clergymen. The founders must, indeed, have felt that one of their great objects in establishing the College was being achieved. Nineteen per cent of the graduates of the first twenty years went into law and about 11 per cent became physicians. Many of these ministers, lawyers and doctors undoubtedly taught school during the first few years after they were out of college. A total of one hundred and thirty had been graduated during these two decades. President Sturtevant saw with pride and pleasure this extension of the influence of the College. He occasionally wrote his friend Baldwin about it, calling attention to alumni who were occupying pulpits and schools in various parts of the state. Several, such as Thomas Laurie, '38, and Samuel B. Fairbank, '42, had gone to the foreign field and had begun careers which were to win them high renown in the history of missions. Newton Bateman, '43, was soon to become the State Superintendent of Public Instruction and about a decade later the President of Knox College. Another alumnus, Richard Yates, '35, had already served several terms in the state legislature, two terms in Congress and in 1860 was elected Governor; William Jayne, '47, was elected to the state senate in the same year serving

¹³⁶ J. M. Sturtevant to Theron Baldwin, Ill. Col., Jan. 15, 1849.

later as territorial governor of Dakota, and the young man whose father had taken him out of college because of the school's anti-slavery tendencies had become the law partner of Lincoln. There is little doubt that Illinois College was at that time through the influence of its faculty, trustees and alumni the most important institution of higher learning in the state.

CHAPTER IX

PRESIDENT STURTEVANT

THE LAST YEARS, 1858-1876

THERE is no sharp line dividing the long administration of President Sturtevant into periods, but if a division can be made, it falls approximately in 1858, when the endowment campaign had been completed and the slavery question became a still more acute issue in the war which it precipitated, seriously affecting the fortunes of the College. At any rate, beginning approximately with the period of the Civil War, not only was the College itself torn by that great conflict but the financial question again loomed large and certain other problems, like the decreasing attendance, the relation of the College to the plans for a state university, and the adaptation of the curriculum to changing educational aims, especially in the field of science, called for solution, and hovering in the background, or sometimes at the very front of the stage, was always the annoying ghost of sectarianism.

The relation of Illinois College to the anti-slavery movement, especially in its earlier phases, furnished a subject for a previous chapter. As the years rolled on and the controversy over slavery and the fundamental nature of our government became more acute, the college community was more than once a storm center. The faculty remained ardently loyal and continued to exert its strong influence for the Union and against slavery. However, the surrounding community, as might be expected from its predominantly southern origin, continued to show at times a strong sympathy with the policy of the Democratic party in its opposition to extreme war measures and to advanced opinions on the abolition of slavery. For example, when Richard Yates, '35, who had been twice elected to Congress from this congressional district, ran again in 1854, he was defeated, evidently because he had opposed the repeal of the Missouri Compromise;¹ and Buchanan carried Morgan County

¹ It is true that, although defeated in the district, Yates carried the county of Morgan by a majority of 182 over Harris, a Douglas Democrat.

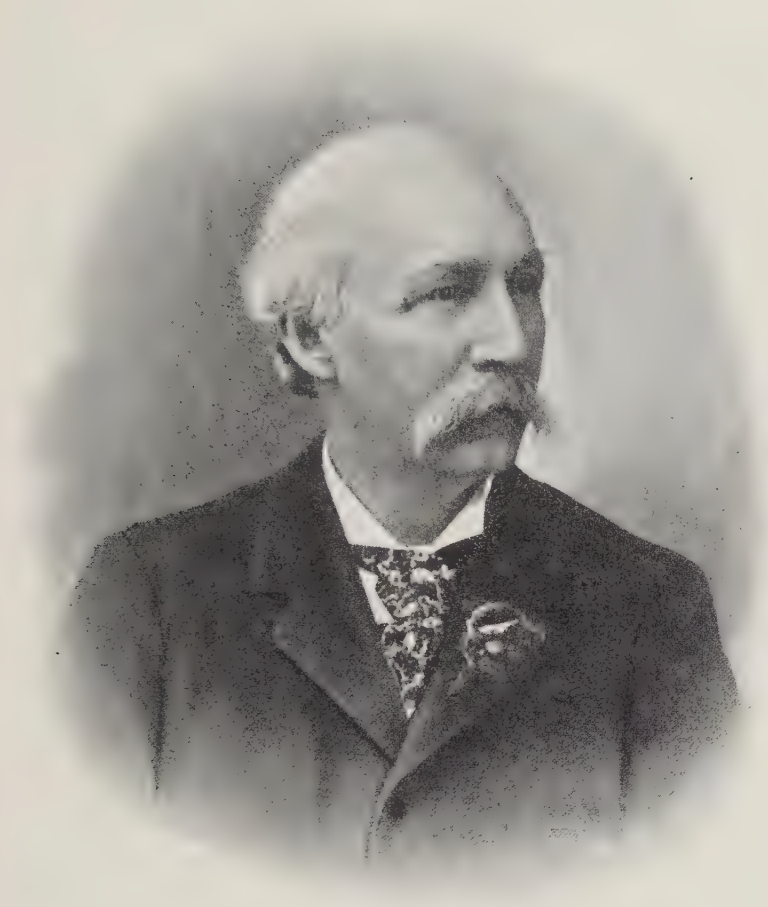
by a substantial plurality in 1856.² Possibly it was the popularity of Douglas in the town of Jacksonville that helps to explain why it was that, when Lincoln gave a lecture under the auspices of the Phi Alpha literary society in 1859, only a slim audience turned out to hear him.³ Furthermore, in 1860, it was Douglas and not Lincoln who carried the county. Even Yates, although elected Governor of the state on the ticket with Lincoln, failed to carry his own county of Morgan.⁴ As might be expected, the students of the College reflected to a certain extent the opinion of the neighboring community from which so large a proportion of them came. Moreover, there was always a sprinkling of southern boys in the student body. These came chiefly from Missouri, although there were also a few from Kentucky, Virginia, and even Louisiana. Although most of them left on the outbreak of war, their presence among the students in the late fifties helped further to keep the southern point of view from being neglected on the campus. As a result, especially before the issue was distinctly drawn by the election of Lincoln and the firing on Fort Sumter, there were frequent clashes of opinion on the campus regarding the nature of the Union and the authority of Congress over the territories. The agitation in the country at large over the repeal of the Missouri Compromise in 1854 and the consequent troubles in "bleeding Kansas" tended, of course, to intensify the discussions that took place on the college campus. Truman O. Douglass, '65, who entered the preparatory department in the spring of 1861, was impressed by the "angry debates in the College halls" and saw "a number of Southern sympathizers depart because this abolition college was not the place for them."⁵ Sometimes it was a clash between student and student, and at other times between student and professor. If Professor Turner was the radical leader on the faculty for the cause of freedom in the earlier years, it was Professor Sanders, his successor in the chair of rhetoric, who became the outstanding faculty champion of the

² The vote stood: Buchanan, Democrat—1,656; Fremont, Republican—963; Fillmore, Native American—885.

³ Jayne, Wm., *Personal Reminiscences of A. Lincoln*, 24, 25.

⁴ Vote stood: J. C. Allen, Democrat—2,436; Richard Yates, Republican—2,339.

⁵ Letter to author, Claremont, Calif., Mar. 28, 1921.



Wm. M. Springer

anti-slavery cause in these later years.⁶ "When feeling is up, he is apt to throw oil in the fire," wrote President Sturtevant of this colleague. In the debates of the literary societies, especially of Phi Alpha, at junior exhibitions, and commencement exercises, opportunity frequently arose for some reference to the vital issues of the day. The professor of rhetoric was always a watchful and sharp censor, allowing no oration or declamation to be delivered which reflected the views of the pro-slavery party. The result was that Professor Sanders and his students more than once locked horns over these issues. One of the most interesting and noteworthy of these clashes occurred in 1857, before the war, and another in 1862, after the war had broken out.

William M. Springer, in later life a distinguished member of Congress, Chairman of its Ways and Means Committee, and Chief Justice of Indian Territory, but in 1857 a humble member of the junior class, was the student whose independent views and fearless defense of his right to free speech brought on a controversy with the faculty. The Junior Exhibition was for a great many years, next to commencement, the chief oratorical festival on the college calendar. Young Springer chose as the subject of his oration for this exhibition the question: "Is Agitation necessary as a means of Reform?" When the young man presented a brief of his speech for criticism to the professor of rhetoric, the latter cut out part of the oration "on the ground that it was political," and returned it with the comment that "The Junior Exhibition is not a pothouse caucus; it is a *Literary Festival*." A copy of this student's oration is no longer at hand, and it is, therefore, not easy to express an opinion on the merits of the controversy, but it is evident from the subject of the oration, and the "trend of events" on the campus, that Springer must have proposed to argue against the agitation produced in the country by the repeal of the Missouri Compromise. Professor Sanders went on to explain, in his comments on the oration, that the Junior Exhibition should be a "time of genial feeling"; that the audience were, in effect "the invited guests" of the speakers, and therefore should not have

⁶ He was also recognized in the community as an ardent champion of the anti-slavery cause.

their sensibilities shocked; no small portion of the audience, he felt sure, would regard Springer's "tirade of abuse against those who believe in the Declaration of Independence as a gross and gratuitous outrage." The young man deftly defended himself by recalling to the mind of the professor that political discussions had, as a matter of fact, been allowed in previous junior exhibitions, and so he claimed only the same privilege which had been accorded to others. "With due respect for your high position, I ask, Professor," said the young man in a very formal note to his instructor, "are my sentiments thus to be crushed to the ground, or am I to have that liberty of speech, which a year ago, you granted to Mr. Symonds?" Apparently some progress was made towards conciliation and compromise between the professor and student; at least according to the story of the boy, he "accepted all changes and corrections excepting the striking out of the following sentences: 'Our own country knows something of the evils of the party-spirit to which I have referred. And the most exciting struggle through which we have ever passed is now fresh in our memory. But the auspicious termination of that exciting struggle, resulting as it did, in the triumphant election of the present chief magistrate, gave occasion, at our last day of thanksgiving, for the bowing of our hearts in gratitude to Almighty God "in view of any prospects of restored tranquillity to our excited and agitated land." ' ' "

It seems that the main ideas of this paragraph and the quotation in the last sentence were taken from a Thanksgiving sermon by the most prominent preacher of the town, Livingston M. Glover, of the Presbyterian Church. The young man had, therefore, well buttressed his position by borrowing a few sentiments from a local preacher of powerful influence. The professor, however, was not intimidated. The oration would be delivered as corrected or not at all, was his final dictum. The next step in the controversy was a meeting of the junior class, which sent a petition to the president respectfully requesting that their classmate, "having conceded everything which honor and respect for his instructor demand," be allowed to deliver his oration as now corrected. President Sturtevant, however, refused to interfere, explaining in a talk to the class that

neither he nor the faculty had any jurisdiction in the matter, but that the whole responsibility and authority rested in the hands of Professor Sanders. The young man, although not allowed to appear at the Exhibition, was determined not to be entirely frustrated in what he regarded as his rights, and so when the audience gathered for the contest, a broadside, carefully prepared by young Springer, was distributed to the assembled friends. Whatever the merits of the oration may have been, there is no doubt that Springer made a very strong and dignified presentation of his side of the case in this circular. But it was an offense which the faculty could not well allow to pass unnoticed, and they therefore dismissed the young man, who later took his bachelor's degree at another institution.⁷ With the passage of time, overheated feelings cooled and when the war was long past and Mr. Springer had won the distinctions already mentioned, the College, which had dismissed him, invited him to receive one of its highest honors, the degree of Doctor of Laws. That he accepted the degree showed that Mr. Springer could also forget and forgive, as well as fight.

Perhaps disproportionate space has already been given to this controversy, but manifestly more was involved than a mere dispute between a teacher and a student. Indeed, the episode attracted more than local attention, for after the faculty thought it had dismissed the case as well as the student, certain Democratic papers in Illinois and Missouri took up the cudgels for young Springer. The influential *Illinois State Register* of Springfield devoted editorial after editorial to the case, and, as it warmed to the fight, became very violent in its attacks upon Professor Sanders and his colleagues on the college faculty. The editorials of the *Register* remind one of the earlier attacks upon the College by the *Missouri Republican* when Professor Turner was helping runaway slaves on the Underground Railway. Again was the College stigmatized in the Democratic press as a "hotbed of abolitionism," and Professor Sanders was denounced with warmth but a little mixture of metaphor as "a perfect hypocritical freedom-shrieking tool of abolitionism."

⁷ Chief authority for details is the circular mentioned in text: "To the Junior Exhibition Audience"; also Minutes of Faculty, Mar. 23, 30, 1857; J. M. Sturtevant to Theron Baldwin, Ill. Col., Apr. 10, 1857.

Two quotations from the many editorials which appeared in the *Register* will help one to understand how strongly many Democrats in the state felt about the College. Under date of April 10, 1857, after paying his respects to President Beecher for the aid which he had given to the "notorious" Lovejoy at Alton, the editor relieves his feeling in the following paragraph:

After the resignation of Beecher, better things were promised and expected from the institution. The promises have never been realized and at present it is a mere manufactory of abolitionism, higher-lawism. Two of its present officials are President Sturtevant and Professor Sanders. These two dignitaries have prostituted their position and devoted themselves to furthering the cause of abolitionism and treason to the government and the constitution. In the late political campaign, although they subsisted and were supported by means derived from men who would not have contributed a farthing, had they been aware of the use their contributions were applied to, the two professors travelled the country over, making Fremont speeches, and telling the most infamous lies in relation to bleeding Kansas. . . . The most infamous designs as well as outrageous crimes were ascribed to the democracy by these hypocritical villains, while subsisting on means supplied by democrats among others.

Again under date of April 16, a hot blast blew from the editorial office of the *Register* in these words:

The Illinois College has sailed under false colors ever since its inauguration. It has by false pretense, preyed upon a portion of the people of the state of Illinois. It has by deception and false pretense drawn largely upon the purse of the community. To expose this fact and to set this institution in a proper light and in its true colors before the community is our object, and, as we firmly believe, our duty. In our opinion, it is the bounden duty of every democratic, Union loving, law abiding editor in the state to aid in exposing the conduct of the faculty of this institution. . . . Let the Illinois College at Jacksonville be known as the fountain and hot-bed of ultra abolitionism. . . . To the people of Illinois we say, beware of what you do. . . . Remember that while you contribute one dollar to this institution, you are accountable to your country and to your conscience, for you are aiding to spread the most dangerous influence that our government has to encounter.⁸

⁸ See also issues of Apr. 8, 11, 13, 14, 20, 23, 1857.

As one reads these editorials and many more like them, he is not surprised to learn that President Sturtevant always regarded the slavery issue as one of the greatest obstacles to the progress of the College. It would have been different if the College had not been an outpost of human freedom in a region where many were hostile to the cause.

Sturtevant, by nature conservative and never inclined to hot-headed radicalism, was, nevertheless, pleased to see the lines tighten, and the issue between freedom and slavery become more clearly defined. He had, from his earliest years in Illinois, regarded slavery "as the foremost national issue," and so he looked with high hope and enthusiasm to the Republican party movement. Now, at last, he could take a real interest in politics. From the angry editorials of the *Register* it is evident that Mr. Sturtevant must have been somewhat active in promoting the candidacy of Frémont in the campaign of 1856. He welcomed the leadership of Lincoln, although the latter was hardly moving fast enough to suit him. Lincoln and Sturtevant, both pioneers in neighboring counties, had long been friends, occasionally corresponding and conferring with each other on the issues of the day. The following letter from Lincoln to Sturtevant has, for example, more than a passing interest, for it shows not only that Lincoln was not moving fast enough to suit his Jacksonville friend, but also reveals how farseeing and shrewd Lincoln was in his outlook towards the future. Sturtevant evidently having urged him to run for Congress, Lincoln replied from Springfield under date of Sept. 27, 1856:

My dear Sir:

Owing to absence yours of the 16th was not received until the day before yesterday. I thank you for your good opinion of me personally, and still more for the deep interest you take in the cause of our common country. It pains me a little that you have deemed it necessary to point out to me how I may be compensated for throwing myself in the breach now. This assumes that I am merely calculating the chances of personal advancement. Let me assure you that I decline to be a candidate for congress, on my clear conviction that my running would *hurt* and not *help* the cause. I am willing to make any personal sacrifice,

Springfield Sept 27. 1858

Rev. J. M. Alden

Jacksonville, Fla.

My dear Sir,

Writing to acknowledge yours of the
16th was not received till this day, before posting—
I thank you for your good opinion of me personally,
and more now for the deep interest you take in
the cause of our common country—It pains me a little
that you have deemed it necessary to point out to me
how I may be compensated for throwing myself into the work
now—It assures that I am nearly calculating the
chances of personal advancement—Let me assure you
that I decline to be a candidate for Congress, or
my close connection, that my running would harm, &
not help the cause—I am willing to make any
personal sacrifice, but I am not willing to do
what in my own judgment, is a sacrifice of the
cause itself—

Very truly yours
Wm. Washburn

but I am not willing to do, what in my own judgment, is a sacrifice of the cause itself.

Very truly yours,

A. Lincoln.

The firing on Fort Sumter produced excitement on the Illinois College campus as it did everywhere else in the North. The question was now no longer an academic one; the day of compromise was over, and when President Lincoln issued his first appeal for volunteers, in the spring of 1861, twenty-six Illinois College men at once answered the call.⁹ The record of the College in the war was indeed a very honorable one. In measuring the value of that service to the Union cause, one thinks not only of the 240 or more Illinois College men who served in the Union army and navy but also of the services of such men as Richard Yates, '35, who in his position as chief executive of Illinois became one of the outstanding war governors of the time, and of President Sturtevant and the other members of the faculty who had for years in their teaching and public addresses been promoting the cause of freedom and of the Union in a state where many held other opinions.¹⁰

Among the Illinois College men who served in the Union army were 7 Brigadier Generals, 12 Colonels, 2 Lieutenant Colonels, 8 Majors and 19 Captains. It may be of interest to compare the 240 men whom Illinois College sent into the service with the numbers contributed to the Union service by other colleges with which comparisons might be made. For example, Bowdoin sent 267 of her sons into the service; Williams 308; Amherst 273; Rutgers 70; Princeton 150; Knox 58.¹¹ When

⁹ E.g., the following are noted in the 10th Ill. Infantry, one of the three months regiments: John Tillson, -46, Thomas W. Smith, '52, Edward McConnel, '59, Hardin G. Keplinger, '61, David W. Thompson, '62, Wm. I. Green, -63, Richmond Wolcott, '59, Edw. H. Adams, -64, John A. Owens, -64, H. M. Scarritt, -64, Timothy Shaw, -64, James M. Terry, -66, C. O. Chapin, -Prep.; Wm. D. Green, -Prep.

¹⁰ See appendix for list of Illinois College men in the Civil War.

¹¹ Thwing, C. F., *History of Higher Education in America*, 364-368; Webster, Martha F., *Story of Knox College*, 79; the number for Knox does not include preparatory students and obviously should be larger. Princeton had many students of southern origin—probably more, proportionally, than Illinois.

it is remembered that the eastern colleges named were without exception older than Illinois and undoubtedly had larger bodies of students and alumni, the record of Illinois College is one of which every alumnus may well be proud.

Since many Illinois College men served under the Confederate flag, it is perhaps not surprising that occasionally during the course of the war they found themselves in opposing fighting units. For example "Ham" and Gilbert Green were two boys of southern sympathies who were in college shortly before the war broke out. Loyal to their convictions, they joined the Confederate army and upon the evacuation of Island No. 10, these boys were made prisoners of war by a company of the 10th Illinois Infantry containing several Illinois College men.¹² Occasionally Illinois College men belonging to the same family fought on opposite sides, as in the case of the Van Eaton and Bristow brothers.

As far as records and reminiscences show, there was not very much organized drilling on the campus. In Jacksonville, as in many other parts of the North, the loyal element was very suspicious of all southern sympathizers. Imagination filled the surrounding region with "Knights of the Golden Circle," and an organization was formed among the loyal citizens to protect the town from a possible rebel invasion. The students kept in touch with this local organization. They were provided with guns and "certain signals were determined upon in case there should be trouble."¹³ The somewhat irregular drilling which took place on the campus was not directed by the college authorities but by the students themselves. "Dave" King, '65, is, for example, mentioned as one of the student drillmasters, although some reminiscences also recall Professor Sanders as a drillmaster or leader, possibly in the later years of the war.¹⁴ Tradition says that President Sturtevant did not have much to say about the war in his chapel talks, although he spoke more frequently on the subject in the town.

In 1862 occurred another and sharper controversy between faculty and students over the question of free speech. This

¹² Letter from Goyn S. Pennington, in *Jacksonville Journal*, Sept. 30, 1908.

¹³ T. O. Douglass to author, Claremont, Calif., Mar. 28, 1921.

¹⁴ W. A. Cutler, '64 to author, Milwaukee, Wisc., May 16, 1921.

episode was not different in principle from the Springer case, although it is obvious that the tendency to restrict freedom of speech would necessarily be stronger, and justifiably so, after war had actually broken out. This time it was members of the senior class who got into difficulty on account of their orations for the commencement of that year. Apparently scenting trouble with the aggressively loyal professor of rhetoric, a majority of the seniors, six weeks before commencement, petitioned the professor "to consider if it would not be compatible with the interests of the commencement to adopt one or the other of the following rules: Either to exclude every sentiment which had recently been the subject of party debate and excitement; or to permit each side of those questions to be fairly represented." According to the story of the petitioners, they were informed that political opinions could be expressed but that the professor "would be sovereign judge of their truth and propriety." When asked by the petitioning students whether they might express the belief "that a little of our present national danger might be traced to extreme Abolitionism, he is said to have replied, 'it will not be tolerated, it is false, it is party slang.'" The class as an organization took no further action in the matter, but four of its members, John W. Ross, James C. Martin, Thomas A. Wakely and Mathew Patton, Jr., continued to argue the question of free speech with the professor. It seems that the only oration which was finally questioned was that of Patton, but the other three boys resolved to stand by their classmate and take the consequences whatever they might be. Apparently, they would not deliver their orations unless Patton were also accorded the privilege of delivering his production. They would not speak on a stage on which free speech was denied. They claimed to be as strongly opposed to secession and rebellion as was anybody, but they wanted freedom for the white man as well as for the negro. The result was that all four were denied their diplomas by the faculty. The boys issued a manifesto "To the Public," defending their position, and on the invitation of a large group of local citizens, including such prominent names as F. G. Farrell, Cyrus Epler, J. T. Springer, William Dunlap, Sr., and G. M. McConnel, the young men delivered their orations at a sort of "rump commencement"

TO THE PUBLIC.

Inasmuch as we do not appear upon Commencement stage this day, and are not honored by our "Alma Mater" with her Diplomas, we deem it proper to submit to the candid and impartial sense of justice in this community, as reasons for such a state of affairs, the following facts:

It is well known to you that for many years the Exhibitions of Illinois Colleges have been occasions in which the peculiar political views of the Faculty have been represented, and none other. We need only refer to the Junior Exhibition of 1857 and all their public exercises since, including that commencement in which the Abolition Valetudinarian, who to day in the far South defends southern rights and slavery from the Bible, then hurled his thunderbolts at the "hell-ions of slavery;" and especially the Colloquial Discussions of the last Junior Exhibition, from which was excluded every quotation from the Federal Constitution which was opposed to universal abolition of slavery, as *useless and impertinent*. In view of these facts, and desirous of knowing the rule which would govern them in the preparation of their speeches, the class met before the Prof. of Rhetoric six weeks ago. The Professor was there petitioned by a majority of the Senior Class to consider if it would not be compatible with the interests of the commencement to adopt one or the other of the following rules: Either to exclude every sentiment which had recently been the subject of party debate and excitement; or to permit each side of those questions to be fairly represented. The member of the class who expressed their petition was characterized by the Professor as *impertinent*; we were told that it was none of our business; that there would be political sentiments expressed, and and that he alone would be sovereign judge of their truth and propriety. When asked if we would be allowed to express our belief that a little of our present national danger might be traced to extreme Abolitionism, he replied, "it will not be tolerated, it is false, it is party slang." Having failed to secure the adoption of a rule by the voice of the class, which would have ensured harmony and good feeling, and having received fair notice that the "tendency of the age to freedom," as considered by Abolition judgments, would be allowed full maintenance on the stage, no course was left us save to defend as best we could, the conservative views of most of all parties, and resist the tide of intolerance as best we might, individually. By our action in that meeting we show that we are not responsible for the partisan sentiments expressed upon this Commencement day. Mr. PATTON's Oration was the first given to the Professor of Rhetoric for correction. His theme was, "Excitement of Presidential Campaigns," showing the benefits and evils attending them—among their benefits, the increased knowledge of our political institutions among the people;

was accepted. The speeches of Messrs. MARTIN and ROSS were accepted on the ground that their political sentiments were of so general a nature that when fanaticism was denounced "the Abolitionists would refer it to the Democracy, and the Democrats would think that they meant the Abolition party!" Thinking that the Angel of toleration had been hovering about our professor, Mr. PATTON again presented to him his oration, with the respectful request that he point out the wrong, and suggest to him in what way the wrong might be righted. It was again rejected, with the remark that no combination of Heaven and earth could induce him to permit such sentiments to be spoken at the Exhibition. On learning that the variance was so serious, the rest of us called upon the Professor, to bring about, if possible, a reconciliation.

In accordance with the modifications then suggested, Mr. PATTON again prepared his oration, maintaining however his political sentiments. When he called for it the next day he was told that it was rejected and that he could not speak at the Exhibition. What reason, think ye, citizens of Jacksonville, was given for this absolute exclusion from Commencement? We defy your ingenuity to conceive it. It was refused admittance on rhetorical grounds. Is it not a new era in College history? Has any one who has known the history of Illinois College, ever heard of a speech rejected and unconditionally refused admittance for defects of a purely literary character? But even if it had been customary to reject speeches for such reasons, we deny that this speech deserves the opprobrium which has been heaped upon it. We do not claim to be a virtuoso in that deep science of Rhetoric in which the Professor is so justly famous, but we claim for the people and for ourselves, the privilege of exercising common sense in the premises. We hold that the speech is as Rhetorically perfect as the majority of the orations prepared for such occasions. But admit its inaccuracies. Is the Faculty justified therefore, in refusing it admittance? Why were not the faults corrected? Why were not amendments proposed? Every speech is corrected, and often the speaker can hardly recognize his own oration after such correction. The Professor held that it was then too late for correction. But another oration was still uncorrected, and was not given in until afterward. Why was it not rejected? We cannot help believing that had this oration favored the abolition of slavery, its rhetorical defects would not have appeared to the Professor so glaring. We believe that the reason for its rejection was the variance between the political sentiments of the oration, and those of the Faculty of Illinois College. To sum up the reasons for this belief:

1st. Three briefs which were suggested by Mr. PATTON, were rejected for political reasons alone.

2d. The speech was thrown out twice

wish it distinctly understood that we are opposed to secession and rebellion in every form; that we believe in obedience to constituted authorities, and have ever observed and advocated that belief in the family, the College and the nation; that we stand not in the attitude of rebels to the College authority, and have attempted to dictate no terms to the Faculty, but have exercised the right of petition. If it be said that we violate the rule requiring every graduate to deliver an oration at Commencement, we reply that if there be such a law, it is subject to surprising modification, as is proved by three instances of last year, and one of this year, in which students received their diplomas without speaking. It would be a singular law which would prevent a student from voluntarily ceasing his connection with a College whenever that connection may not be mutually agreeable. Our Diplomas and petitions to be excused were denied us together.

In conclusion, we aver that we have no desire to injure Illinois College. On the contrary we wish that for that Institution, around which, despite her faults, still cluster all the glorious memories of College life, there may be adopted a policy which will secure for her another reputation than that of Abolitionism and intolerance; that freedom for the white man may enlist her sympathy as well as freedom for the negro; and that her Diplomas may signify, not a servile compliance with the political views of the Faculty, but mental discipline and scholarly attainments.

JOHN W. ROSS,
JAS C. MARTIN,
THOS. A. WAKELY,
MAT. PATTON, Jr.

We the undersigned, citizens of Jacksonville, respectfully request that those students, viz: JOHN W. ROSS, JAMES C. MARTIN, THOMAS A. WAKELY and MATTHEW PATTON, who have conscientiously refused to act in conformity with the partisan regulations of the Faculty in the expression of political sentiments, favor the citizens of Jacksonville and vicinity with their speeches, as they have been prepared and in part rejected by the Faculty, in order that the position of the Students and Faculty may be ascertained and defined.

Mr. Rapp,
R. E. Stevenson,
Joseph R. Askew,
F. T. Gillett,
F. G. Farrell,
A. McDonald,
C. McDonald,
C. Fisher,
C. Goltz,
Lyman L. Adams,
W. S. Hurst,
E. C. Drew,
Cyrus Epler,
John Trabue,
E. Lutz,
H B Grove of Pa.,
D. Robb,
A. R. Gregory,
D. B. C. Bayless,
Samuel S. Davis,
J. T. Springer,
Wm. Dunlap, Sr.,
A. G. Link,
W. B. Warren,
Charles Rockwell,
J. H. Lurion,
G. M. McConnel,
Wm. K. Dewey,
G. A. Campbell,
J. B. Damon,
R. R. Chambers,
A. A. Dewey,

held at Strawn's Hall. The Honorable Murray McConnel presided at the meeting, which is said to have been even more largely attended than were the regular commencement exercises. The story of the episode would be incomplete without adding that in later years all four men were granted their diplomas and restored to the class.¹⁵

It was, perhaps, natural that Yates, the War Governor of the state, should occasionally turn to his friend and former teacher for advice. That he did so, is evidence enough that President Sturtevant, while not inclined to much political activity, was yet a man whose opinions on the great issues of the day were sought and respected. When the time came for the organization of the Republican party in central Illinois, it was Sturtevant who helped to encourage Yates to assume the leadership of the movement in this part of the state—in so far as there could be any leader besides Lincoln himself. When early in the fall of 1862, Yates was getting ready to attend the convention of loyal governors at Altoona, Pennsylvania, he appealed to Sturtevant for advice. "I wish," he writes, "before I arrive at that meeting, to hear from you respecting your views of the present state of the country. We are passing through a terrible crisis. No one can look a day ahead, or tell what a moment may reveal. . . . As for myself, I have to *act* day and night and have but little time to think or ponder upon the great historic events of the hour. I therefore, request your assistance and co-operation." The appeal brought an immediate response from Sturtevant, showing how deeply and sanely he had thought on the issues of the time. He pointed out to the governor that there were only three alternatives before the nation at that time: (1) the universal sway of freedom; (2) domination by a relentless slaveholding despotism, or (3) dismemberment. The first was in his opinion "our only hope of peace and prosperity." If that conclusion is admitted, our real enemy, he advised, was not Jefferson Davis, nor the Southern Confederacy, but *slavery*. "Against that," he urged, "we must earnestly, openly direct all the storm and fury of war. We must hasten to

¹⁵ The students' side is presented in the circular addressed "To the Public," J. P. Garlick, '62, in letter to author, Oakland, Calif., Nov. 2, 1922, gives additional reminiscences.

make known in every slave cabin in the South, and in the mansion of every master, that the Federal Government invites the slave to freedom, and to put forth his own efforts in vindicating it against the unrighteous claims of his oppressor. So far as loyal masters can be reconciled to this policy by compensation, we must compensate them."¹⁶ So his advice to the governors' convention was to strike at slavery. The idea of emancipation thus won early and strong support from Sturtevant, although unlike Turner in early years and Sanders in later times, he was usually more judicious in both words and action.

The two literary societies continued to meet during the war, although membership and attendance at the meetings constantly dwindled as the war drew more and more students into the service. The following record in the minutes of the Sigma Pi Society for Mar. 14, 1863, reflects the atmosphere surrounding the campus in those gloomy days: "We were reminded by the president that we should let the bonds of union to one another be drawn close, and we felt it. There was a melancholy pleasure manifest in our meeting tonight. We were glad to meet again, but our ranks looked thin and we were saddened at the thought that since our last meeting, Garbutt and Winfield had departed, perhaps never to return, and during the meeting Hale went away to meet with us no more at least this year."

Both societies sent an honorable quota of their membership into the service, but Democratic opinion, both before and during the war, was more largely represented in Phi Alpha. It is significant that Springer in 1857 and all the four boys who got into trouble with the faculty in 1862 were members of Phi Alpha. That society with its broad basis of membership seems always to have attracted young men of diverse opinions on national questions. "During the War," says the editor of the society's last general catalogue, "there was a strong Democratic element in the society, and although the debates and decisions were not disloyal, they did not always uphold President Lincoln."¹⁷

As the war progressed, the number of students kept decreasing. By the time of the second year of the war, fifty-one stu-

¹⁶ Sturtevant, J. M., *Autob.*, 298-301.

¹⁷ Phi Alpha Catalogue, 1890, 9.

dents had left to enter the army. When it is considered that the number of students in the college department never equalled one hundred, and that most of the "preps" were probably too young to go into the service, it is evident that although Democratic opposition sometimes showed its head, real patriotism was not lacking "on the Hill," in those days.¹⁸

The year 1862-1863 looked especially gloomy to the authorities of the College. In the words of the president, "College became rather a dull place to teachers that lectured to empty seats and to the few students who were hindered by various considerations from going to the war." The attendance had dropped to 45 in the college department and when Sturtevant returned early in January from Chicago, where he had been giving a course of lectures before the students of the Chicago Theological Seminary, trouble had broken out among the members of the small senior class. What the difficulty was is not clear but it seems that one member of the class, admitted at the beginning of the year, whom the president mentions as "a Kentucky Secessionist," had been dismissed "for utter neglect of his studies," and "a degree of disaffection" arose for some reason, among the other members of the class, the net result of which was that the senior class either vanished or was abolished.¹⁹ The scanty faculty records for the period make it impossible to determine just what happened, but evidently poor scholarship, "disaffection" and volunteering, had wrecked the senior class. Since it had been customary for the president to instruct the seniors, this trouble left him without a class to teach, and he almost immediately began to look around for something else to do. The thought naturally occurred to him that he might fill a vacant pulpit in either the East or West, but no vacant pulpit seemed visible on the horizon. With college attendance and activities at so low an ebb, the president thought that if the war continued and additional calls for volunteers were made, the College might as well close her doors the next year.²⁰ The outlook for the Union cause was not especially

¹⁸ J. M. Sturtevant to Theron Baldwin, Ill. Col., Nov. 29, 1862; Catalogue of 1862-1863, 8.

¹⁹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Jan. 12, 1863.

²⁰ *Ibid.*, Feb. 23, 1863; Theron Baldwin to J. M. Sturtevant, N. Y., Mar. 3, 1863.

bright at this time, and it was clear that still greater sacrifices would have to be made if the Union arms were to prevail.

It was at this time of gloom and uncertainty, when he was wondering what was left for him to do, that Mr. Sturtevant received an offer from his intimate friend, Eliphalet W. Blatchford of Chicago, to pay the expenses of a trip to England. As is well known to students of this period of our history, public opinion in England was not running strongly in favor of the northern cause. Henry Ward Beecher had gone over and endeavored, with that eloquence of which he was such a consummate master, to win a greater sympathy for the Union cause, but had found the task far from easy. "Propaganda" was not developed then as the experts developed it in the recent World War, but some efforts were made to create in England a better understanding of



E. W. BLATCHFORD, '45

the northern point of view. Mr. Blatchford evidently thought that his friend, on such a mission, could render a substantial service to the country in that time of crisis. Sturtevant hesitated a little at first to accept the proposal, but his friend Baldwin wired him urging acceptance, and the college trustees at once agreed that the president ought not to decline the offer, and voted to continue his salary during his absence.²¹ Accordingly, within ten days, Sturtevant was on his way to England, encouraged by President Lincoln and armed with several letters of introduction to men like Cobden, Charles Francis Adams, and others. Mr. Chase, the Secretary of the Treasury, wrote him:

²¹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 20, 1863; Theron Baldwin to J. M. Sturtevant, N. Y., Mar. 27, 1863; Minutes, Prudential Committee, Mar. 24, 1863.

It will gladden my heart if you succeed in giving to the British people a clearer idea of the true situation here. Once rightly informed, it seems impossible to believe that they will permit the continuance of the illicit aid and countenance now given to the rebellion in England. It is the aid which protracts the war and prolongs the distress of the working people of Europe.²²

WRITTLE CHAPEL.
The 49th Anniversary
OF THIS CHAPEL WILL BE HELD
On TUESDAY, JUNE 9th, 1863,
WHEN
TWO SERMONS
WILL BE PREACHED;
THAT IN THE AFTERNOON, BY THE
Rev. Julian Sturtevant, D.D.
PRESIDENT OF ILLINOIS COLLEGE, AMERICA;
AND THAT IN THE EVENING, BY THE
REV. GEORGE SMITH,
OF FOPLAR.
Service will commence at Half-past Two, and at Half-past Six, P.M.
THERE WILL BE A
TEA MEETING
At Half-past Four o'clock.
IN THE BRITISH SCHOOL-ROOM,
When DR. STURTEVANT will give an account of the Present State of American Affairs, and Addresses will be delivered by Ministers and other Gentlemen.
TICKETS 1s. EACH, MAY BE HAD OF MR. PIPER, BOOKSELLER, CHELMSFORD, OR OF THE TEACHERS
GEORGE PIPER, PRINTER AND BOOKBINDER, HIGH STREET, CHELMSFORD.

ONE OF THE ENGLISH HANDBILLS

The details of President Sturtevant's experience in England are hardly a part of the history of Illinois College. Suffice it to say that he found very few sympathetic listeners on the other side. The warm sympathy of Richard Cobden, with whom he breakfasted one morning, and who, it seems, had himself

²² S. P. Chase to J. M. Sturtevant, Washington, D. C., Apr. 3, 1863.

visited Jacksonville, shone by contrast with the cold antipathy of other prominent Englishmen. When Mr. Sturtevant spoke before the Congregational Union of England and Wales, he was, for example, specifically enjoined not even to mention the American War. Personal conversations every now and then presented an opportunity for explaining the cause of the Union to these Englishmen, but very rarely did Sturtevant venture to speak on the war in his sermons or other public addresses.²³ In such a chilling atmosphere it was not possible for Sturtevant to accomplish very much. He was back again on the campus by the opening of college in the fall of '63. After his return, he lectured occasionally on his experience in England and also wrote an occasional article or report which helped the people of the North to gain a better understanding of public opinion in England. One of these lectures was published in this country upon the special request of a committee of prominent citizens of Chicago, and subsequently republished in England.

In the spring of 1864, when President Lincoln issued his call for the Hundred Days' Service, Professor Crampton decided to raise a company. A large group of college boys soon volunteered. The whole senior class, except one, went in, the college authorities having agreed to excuse the seniors from their final examinations and to issue their diplomas without requiring attendance at the commencement exercises. The company which included the college boys and of which Professor Crampton was chosen Captain, became Company C of the 145th Regiment of Illinois Volunteers.²⁴ The object of the call into the one hundred days' service was to secure men to do guard duty and perform other services of a similar nature, so that veterans might be relieved for more active duty at the front. It is therefore not surprising to learn that this regiment did not see very active service. The men went to Camp Butler, near Springfield, whence they were later transferred to Rolla,

²³ Sturtevant, J. M., *Autob.*, Chap. XXI; Theron Baldwin to J. M. Sturtevant, N. Y., May 14, 1864.

²⁴ J. M. Sturtevant to Theron Baldwin, Ill. Col., May 23, 1864; Letter from one of seniors, W. A. Cutler to E. H. Whitham, Milwaukee, Wisc., Nov. 27, 1919; also W. A. Cutler to author, Milwaukee, Wisc., May 16, 1921; J. P. Lippincott, another member of Company, to author, Jacksonville, Ill., Nov. 11, 1922.



LIEUTENANT-COLONEL CRAMPTON

Missouri, where they helped to construct a fort; later still, they were brought back to Alton where they helped to guard prisoners of war. When, at the end of the period of enlistment, the regiment was discharged, many of the college boys, with warm patriotic fervor, reënlisted. Professor Crampton, in the meantime, had become lieutenant-colonel of the regiment. Tradition says that he made a very impressive looking soldier.

The high hopes and confidence created by the wonderful success of the financial campaign, which had been completed in 1858, did not long survive. In a few years, owing chiefly to conditions over which the College had no control, discouragement settled once more like a dark cloud over the campus. The chief cause of the renewed financial worries was, it need hardly be explained, the war, both in its immediate and remote effects. The drop in attendance materially reduced the income from tuition, for after the Civil War, contrary to recent experience, there was no revival of attendance and, of course, no renewal of income from tuition. Therefore, even if full interest returns had been realized on the new endowment, the financial situation would have been bad enough, but other circumstances aggravated the situation still further. As so often happened in the financial history of the College, subscriptions had been accepted on long terms of payment and so when the hard times of the war came on, the friends of the College were not able to fulfill their promises. The new endowment, so generously subscribed, began to dwindle as an actual cash asset. In the fall of 1863, for example, some \$28,000 still remained uncollected.²⁵ The much discussed Beecher professorship fund had never been completed. Fur-

²⁵ J. M. Sturtevant to Theron Baldwin, Ill. Col., Nov. 5, 1863.

thermore, interest rates were declining so that the College was receiving a reduced income on its investments. While formerly as much as 10 per cent or more had been realized on investments, now hardly more than an average of 8 per cent could be expected. In 1864, the income on investments had fallen off about \$1,000 a year. It is therefore not surprising that the College was again falling behind in its salary account; in 1859, for example, it owed the president \$2,000—an indebtedness which was increased to \$2,500 two years later.²⁶ Other members of the faculty fared likewise. At a time when the professors ought to have been receiving higher remuneration to enable them to meet the greatly increased cost of living, the College was not able to pay even the low salaries for which the prevailing contracts provided. In 1864 the president was convinced that a “new system of effort must be undertaken or the enterprise of our lives will prove a mortifying failure on our hands.” “The time has fully come,” he writes, “when the College is compelled to be much more than it is or nothing at all.” It is interesting to note what was in the president’s mind when he made that statement. The governor had appointed him on the commission which was to determine the disposition of the lands which had been granted to the state under the terms of the Federal Land Grant Act for the establishment of a college of agriculture and mechanic arts, and he dared to hope that Illinois College might secure that magnificent grant.²⁷ At any rate he was sure the time had come when something radical must be done.

If a new financial campaign was to be undertaken, who should direct it? This was an important and perplexing question. The president was anxious that his intimate friend and constant adviser should resign from his office in the eastern Society, come West and help save the College, but Baldwin was not willing to take this step, believing, as he wrote, “the president of the College the man of all others to do the work.”²⁸

²⁶ J. M. Sturtevant to Theron Baldwin, Ill. Col., Dec. 6, 1859; Feb. 4, 1861. Min., June 14, 1863.

²⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., Sept. 1, 1864.

²⁸ *Ibid.*, Sept. 1, 1864; Theron Baldwin to J. M. Sturtevant, N. Y., Sept. 9, 1864; Oct. 26, 1864.

Baldwin also suggested Newton Bateman, '43, as a good assistant in such a campaign, and Sturtevant had earlier suggested Professor Sanders of the faculty, "as the strongest man for raising money that I know."²⁹ It was suggested that a convention of the friends of the College might be called in Jacksonville and that an effort ought to be made to raise as much as \$150,000.³⁰ The sum of \$50,000 was needed for the enlargement of the faculty; the single department of chemistry, natural philosophy and physics ought to be subdivided; a new professorship of modern languages was considered indispensable and a few new tutors ought also to be added to the faculty. Another \$50,000 was needed to provide additions to the buildings and a third \$50,000 for the purchase of much-needed apparatus, books, etc. For that day, these were large plans and the president, in spite of his advancing years, was ready to make another supreme effort. ". . . I cannot feel content to die or to resign my place in Illinois College," he declared, "till it is in some such manner provided for its great mission." Once again, therefore, he called upon his old friend to help him in the great cause. "Shall we not resolve that to the best of our ability, we will endeavor to achieve for it such an endowment? I cannot rest without making a serious trial."³¹ Meanwhile, the president was endeavoring to think out a definite plan for winning a much larger support for the College. Always liberal in his attitude towards the various religious denominations, he now suggested a plan of coöperation, which, it must be confessed, showed more zeal than practical sense. Since the plan was never put into operation, it is hardly necessary to describe it in detail, but briefly stated it provided that any evangelical denomination which subscribed \$25,000 for the endowment of a professorship should have in perpetuity the privilege of making appointments to that particular chair. Furthermore, he was even willing that a denomination should have, in return for every such endowment, a seat in the board of trustees. He thought it might be wise "to change the style of the institution from college to university and to offer to any individual, who

²⁹ J. M. Sturtevant to Theron Baldwin, Sept. 1, 1864.

³⁰ Theron Baldwin to J. M. Sturtevant, N. Y., Sept. 9, 1865.

³¹ J. M. Sturtevant to Theron Baldwin, Nov. 7, 1865.

will give not less than \$250,000 to the endowment of the institution, the privilege of prefixing to the university such name as he shall select."³² The plan was presented first to the prudential committee and then to the trustees, by whom it was sanctioned, with the exception of that portion permitting denominations to name members of the board.³³ However, the bait held out so temptingly to the different denominations was not swallowed, for no such professorship was ever endowed.

Although Baldwin would not consent to resign his position with the eastern Society, he did agree to come to the West in order to aid in the new financial effort.³⁴ In January, 1866, he was present at a meeting of the prudential committee conferring with them on the plans for the campaign. Furthermore, he and the president lost no time in starting on their travels for the new endowment. But as the weeks went by and no very large donations were secured, it soon became apparent that no amount like \$150,000 would ever be forthcoming. By March, only \$6,200 had been raised in Chicago, and in April, after Baldwin had returned to the East, less than \$10,000 had been raised in the West.³⁵ The effort to raise funds in St. Louis seems to have been complicated because people were contributing for so many new church buildings and President Sturtevant now began to talk of \$15,000 as the limit for the West.³⁶ Baldwin had at first thought that he and Colonel Charles G. Hammond of Chicago could do all that was necessary in the East to complete the endowment, but in a few weeks he changed his mind and felt sure that President Sturtevant himself would have to come, and accordingly about the middle of May the president departed for the eastern field.³⁷ The goal was now more or less definitely lowered to \$25,000, \$15,000 to be raised in the West and \$10,000 in the East. Furthermore, this fund, it seems at the suggestion of Mr. Baldwin, was to be raised in order to endow the presidency of the College.³⁸

³² J. M. Sturtevant to Theron Baldwin, Ill. Col., Dec. 8, 1865.

³³ Min., May 30, 1865; Jan. 16; Jan. 18; June 5, 1866.

³⁴ Theron Baldwin to J. M. Sturtevant, Nov. 30, 1865.

³⁵ J. M. Sturtevant to Theron Baldwin, Chicago, Mar. 24, 1866; Ill. Col., Apr. 2, 1866.

³⁶ *Ibid.*, Apr. 7, 1866; Quincy, Ill., Apr. 19, 1866.

³⁷ Theron Baldwin to J. M. Sturtevant, N. Y., Apr. 30, 1866.

³⁸ *Ibid.*, May 16, 1866.

In this campaign, as in nearly every other effort to increase the funds of the College, the troublesome denominational question threatened to create discord among its friends. Shortly after Mr. Baldwin arrived in Jacksonville, a joint meeting of the faculty and the prudential committee had been held "to consult and provide for the success of the undertaking." The leaders of the Presbyterian faction in the faculty group were Professors Sanders and Nutting and at this joint conference Sanders, a man of no mean oratorical ability, delivered a strong address advocating that in the future all appointments to the board of trustees and faculty should be equally divided between the New School Presbyterians and Congregationalists, and that the future presidents of the College should be alternately Presbyterian and Congregational. Such a pledge, the professor argued, was necessary to insure the success of the campaign. The proposal, as might be expected, proved most objectionable to Sturtevant and Baldwin. They regarded it as "impracticable, unwise and revolutionary" and made it plain that if the trustees saw fit to endorse such a policy and put forth any such announcement, neither of them could serve the cause any longer. Although contemporary records throw little light on the details of the meeting, it must have been a very "tense" occasion. The trustees were not called in special session to consider the matter, and the question was therefore not brought to a definite conclusion at that time. However, Sturtevant and Baldwin were resolved to do their utmost to prevent what seemed to them a "grievous violation" of the principles upon which the College had been founded. They therefore proceeded to secure subscriptions to the new fund on a plan designed to safeguard what they regarded as the fundamental principles of the College. Furthermore, President Sturtevant addressed a communication to the prudential committee urging that the trustees at their next regular meeting should issue a solemn declaration, quite the opposite of Professor Sanders' "principles,"—a declaration assuring the friends of the College that the institution would never be conducted in the interests of any particular denomination. The College, he urged, must be conducted "not for the aggrandizement of one or of

two denominations but for learning, for our country, for the whole Church of God.”⁸⁹

The few weeks which the president was able to spend in the East preceding commencement he worked energetically at this task and when he returned for the commencement exercises and the annual meeting of the board, he apparently was not discouraged about the prospects of the campaign, and, furthermore, was resolved more strongly than ever that the board must definitely commit itself against the policy of sectarian control. He presented to his trustees a carefully prepared report in which he protested vigorously against the revolutionary proposal of the Presbyterian faction, reiterated some of his familiar ideas on the relation of religion and education in general, and urged a strict adherence to what he regarded as the historic policy of the College. This report is probably one of the most important documents ever presented to the trustees by President Sturtevant during his long term of office and it deserves therefore thoughtful consideration. Reviewing carefully the past policy of the College in its relation to the Presbyterian and Congregational denominations, he explained what steps he and Dr. Baldwin had considered it vitally necessary to take in the present financial campaign in order to keep faith with the past and to win present and future support. They had proceeded, he said, to “invite subscriptions to the College on such conditions as the subscribers might propose,” it being, of course, left to the discretion of the trustees later to accept or decline such subscriptions. The proposal of the Presbyterian faction to divide the control of the College and the appointments to the faculty equally between Presbyterians and Congregationalists, he condemned, in no uncertain terms, as revolutionary, and if by any chance it should be adopted by the trustees, he again warned them that neither he nor Dr. Baldwin could possibly serve any longer as agents of the College. “Our conception of the College,” he explained, “was that it should be controlled by sound evangelical men, who could be trusted to administer it for Christ and His church, and that in administering it, they were bound to appoint to the various posts of instruction sound, trustworthy, evangelical men, of the highest

⁸⁹ Communication dated, Jan. 26, 1866.

qualifications for their respective departments, and that beyond this, they were not to be held responsible for the denominational relations of the candidate." "We acknowledge and keenly feel," he continued, "that the trustees are bound to deal impartially with the two principal denominations which have contributed to the funds of the institution. But by impartiality, we understand, that the prospects of no man for election to any place in the institution shall be damaged or benefited by the fact that he belongs to one of these denominations rather than the other." President Sturtevant had little trouble in demonstrating to the trustees that Sanders and Nutting must be mistaken in their contention that the original property of the institution was acquired on the understanding that there was to be an equal division of control between New School Presbyterians and Congregationalists, for, as he pointed out, when the foundations of the College were laid in 1829, "New School Presbyterianism was not born by eight years." "At that same time, there was not a Congregational Church within five hundred miles of Jacksonville and no definite expectation that there ever would be." Furthermore, he easily showed that the proposed division of control was entirely impracticable and could "lead to nothing but embarrassment and confusion." There was difficulty enough even under the most favorable circumstances in finding suitable instructors, but "What then," he asks, "are we to expect if in addition to sound religious character and the highest qualifications for their positions, we require that each candidate shall be of some denominational stripe? You want a professor of astronomy. Here is a man who as to religious character and high attainments in the department is marked out as most preëminently the man for the place. But that must by an inflexible rule be filled with a Congregationalist and this man is a New School Presbyterian. The absurdity of such a rule needs only to be stated to be seen and felt. It would have no other influence than to embarrass all appointments and fill our chairs of instruction with inferior men, and make the College insignificant." With these convictions regarding the principles on which the College should be conducted, he and Dr. Baldwin had been busy trying to complete the fund of \$25,000 to endow the presidency of the College. He reported that the

subscriptions taken had been made on "the understood conditions," (1) that the trustees were unalterably pledged to administer the institution upon the basis set forth in his report; (2) that since they looked largely to Chicago for aid in the enterprise and had at that time no trustee residing in that city, E. W. Blatchford, an alumnus residing in Chicago, would be elected to fill an existing vacancy in the board membership.

Regarding the condition of the fund, the president did not mention the exact sum raised, but stated that he had not the slightest doubt he could complete the amount in three or four weeks. However, he now demanded a definite declaration of policy from the trustees. The board, after spending an hour and a half discussing the report, referred it to a committee consisting of Bergen, Dummer and Glover, who the next day recommended a set of resolutions warmly supporting the position of the president. These resolutions, unanimously adopted by the board, definitely put the College on record as opposed to any policy of sectarian control. In view of the significance of these resolutions, both at the time when they were passed and in the later policy of the College, it may be well to let the trustees speak for themselves. They resolved:

1. That the Statements of the Report in regard to the cooperative principles upon which Illinois College was founded, upon which it has been endowed, and by which it has hitherto been conducted are approved and adopted.

2. That the endowment of \$25,000 so generously proposed to be raised by the friends of the College at Chicago and elsewhere as a permanent fund for the payment of the salary of the President of the College will be gratefully accepted by the Trustees upon the basis on which it has been offered, that the College shall not be conducted in the special interest of any religious denomination.

3. That we recognise as a fundamental principle controlling the management of Illinois College, having the binding force of a Constitutional obligation upon the Trustees, that in respect to all the property and endowments of Illinois College no change shall be made in those broad, evangelical cooperative principles which actuated the founders and benefactors of the Institution.

4. That the Trustees on behalf of the College and its friends recognise with grateful thanks the self-sacrificing and efficient services of

Pres. Sturtevant and Theron Baldwin D.D., in furthering the work of their agency.⁴⁰

Furthermore, in accordance with the suggestion of the president, E. W. Blatchford was unanimously elected to fill the vacancy created by the death of David A. Smith.

Shortly after commencement the president was again hard at work in the East. About the middle of July he declared he would not return until the fund was completed even if it took until the following January. At that time the total sum amounted to about \$20,000, the two largest subscriptions from the West being one of \$2,500 from Mr. Blatchford and another of like amount from Colonel Charles G. Hammond, also from Chicago. A. C. Barstow of Providence now promised one-fifth of his share of certain lands at Keokuk, Iowa, a subscription valued at \$2,500. The middle of August, when only \$1,350 still remained to be raised, Elijah D. Goodrich of Cambridgeport pledged that he would give whatever might be lacking when Sturtevant felt that he would have to return to Jacksonville. The end of the arduous campaign was therefore in sight and the president felt relieved.⁴¹ By October the amount was evidently completed for the president was again at his post of duty at the College.⁴² The appeal to keep the College true to the principles of its founding evidently won subscriptions from many friends both East and West. How seriously and even affectionately some people thought about the College in those days is touchingly shown in the letter which Lemuel Foster sent with his remittance of \$1,000. He wrote:

Our means are comparatively small but we wish to give in the best and most effectual manner, as freely as we pray, and also pray as we give, and I would here say what I have never said to anyone before, that in an extra midday approach to God in prayer daily for special

⁴⁰ Min., June 6, 1866; J. M. Sturtevant to Theron Baldwin, N. Y., June 25, 1866.

⁴¹ For the details of the president's effort see, *e.g.*, J. M. Sturtevant to Theron Baldwin, Springfield, Mass., July 23, 1866; New Haven, Conn., July 30, 1866; Hartford, Conn., July 28, 1866; Providence, R. I., Aug. 6, 1866; Boston, Mass., Aug. 16, 1866; Greenwich, Conn., Aug. 20, 1866; Hartford, Conn., Aug. 25, 1866.

⁴² *Ibid.*, Ill. Col., Oct. 15, 1866.

objects, I have for more than 30 years made Illinois College one of these objects. And I have often, when missionating and riding alone, got down from my horse and knelt on our broad prairies to observe that occasion.⁴³



CLASS OF 1865

Standing: H. B. Metcalf, David King, E. B. Hamilton.
Seated: C. A. Turner, T. O. Douglass, J. J. Brenholt.

Contrary to the experience in many previous financial campaigns, subscriptions to the new Presidency Fund were paid with commendable promptness.⁴⁴ However it must not be sup-

⁴³ Quoted in J. M. Sturtevant to Theron Baldwin, Ill. Col., Oct. 2, 1866.

⁴⁴ *Ibid.*, Nov. 15, 1866.

posed that the completion of this comparatively small fund solved the financial difficulties, for the institution really needed the \$150,000 which was the original thought of the president, and it was therefore not long, with student enrollment still decreasing, before the financial pinch again caused worry to a weary president.

In 1865, apparently to allow greater freedom of election of studies, the distinction hitherto made in the classification of preparatory and collegiate students had been abolished, and in 1867 all preparatory instruction was given up.⁴⁵ For some reason the college authorities had become convinced that it would be unwise to continue preparatory instruction. Sturtevant was strongly in favor of this course of action, but, as may be imagined, the result was a further decrease in an already dwindling number of students and a further shrinkage in income. Financially, things seemed to be going from bad to worse. When College opened in the fall of 1867, only fifty-four students enrolled. The income from tuition that year could not have been much more than \$1,800. In the summer of 1867 there was talk of starting a new financial effort for \$100,000, but although a poorly paid faculty to whom the College owed a large amount of back salary was ready to head the list with a combined subscription of \$4,000, nothing definite could be accomplished.⁴⁶ In 1868 the college treasurer had to resort to borrowing from the endowment in order to make repairs in the library and pay back salary to the president and professors.⁴⁷ "It sometimes seems as though the faculty would inevitably be disbanded on account of their utter inability to live" on what the College could pay them. "Many an hour of the night," complained Sturtevant, "do I pass in anxious wakefulness, in almost utter despair of finding the way of keeping our ship under headway."⁴⁸ Some way of escape must be found. In the past money had more than once been raised by selling off lands belonging to the College, and that was the avenue again se-

⁴⁵ Min., Prudential Committee, n.d., 1865; J. M. Sturtevant to Theron Baldwin, Ill. Col., Feb. 14, 1867; Sept. 12, 1867; Oct. 1, 1867.

⁴⁶ J. M. Sturtevant to Theron Baldwin, Ill. Col., Aug. 6, 1867.

⁴⁷ Min., Prudential Committee, Feb. 5; Aug. 21, 1868.

⁴⁸ J. M. Sturtevant to Theron Baldwin, Ill. Col., Feb. 13, 1868.

lected for getting out of the financial quagmire. The campus had already shrunk to a small size, but it seemed possible to sacrifice still more lots. Accordingly, the trustees empowered the prudential committee to lay off another portion of the campus in suitable lots, later known as the College Grove Addition. The proceeds were to be invested in a permanent fund, the interest on which was to be used for the general purposes



CLASS OF 1868

Standing: E. A. Barber, G. W. Williams, G. C. Barber, Ensley Moore,
W. F. Fayerweather.

Seated: R. H. Beggs, A. A. Paxson, J. A. Meek, F. M. McCann, J. E. Munroe.

of the College. The lots, thirty-nine in number, were to be sold at public auction; and if the minimum sale price attached to each lot were received, the total sum would aggregate \$43,600, but it is evident that no such amount was ever realized.⁴⁹

In 1869 President Sturtevant had become so discouraged regarding the future of the College that he thought some plan

⁴⁹ Min., June 2, 1868; Prudential Committee, Aug. 11, 1868. It is uncertain how many lots were sold, and at what price, but in 1873 the College Grove Fund amounted to \$10,864 on the books of the College.

of consolidation with another college should be devised. Knox was the college which he had in mind and he entered into correspondence on the subject with President Gulliver of that institution. "No subject," he confessed, "is personally more painful to me. . . . The thought of the surrender of this beautiful site and all its cherished hopes and sacred memories and this home of my life is as painful to me as can well be imagined." It seems that the same thought had occurred to two members of the faculty, Crampton and Tanner, mentioned by the president as "our two youngest and strongest professors." Although little was said in public about the matter, the president was serious enough about the plan to have introduced into the state legislature a general bill permitting such consolidations and providing for such changes of sites as might be necessary. Sturtevant believed that in order to compete successfully with public institutions of learning, the time had come when Christian people could take care of the interest of learning in the West "only by such concentration of resources, affections, and efforts as will produce at least one institution amply endowed and appointed and able to compete with the strongest and best on the continent." However, the legislature refused to pass such a bill, and the plan was abandoned. The suggestion never became a matter of general public knowledge and is perhaps chiefly interesting as showing how pessimistic the president had become, and what a radical step he was ready to take in order to solve the difficult problem confronting him.⁵⁰ About this same time some trustees were in such great despair that they advocated closing the doors of the College and dismissing the faculty, so that the funds might thus be allowed to accumulate.⁵¹

Of course neither Sturtevant nor Baldwin were any longer young men, filled with the courage and vigor of youth. Burdens naturally pressed more heavily upon their shoulders and it was becoming more difficult for them always to see a silver

⁵⁰ Gulliver to J. M. Sturtevant, Galesburg, Jan. 6, 1869; J. M. Sturtevant to Theron Baldwin, Ill. Col., Feb. 4, 1869; Theron Baldwin to J. M. Sturtevant, N. Y., Feb. 9; Feb. 11, 1869; J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 12, 1869. Baldwin was not much in favor of the idea.

⁵¹ J. M. Sturtevant to Theron Baldwin, Feb. 16, 1869.

lining behind black clouds. Furthermore, President Sturtevant had been so ill that for three months prior to July of 1867 he had been "too prostrate and feeble in health to undertake anything beyond the necessary cares of each day" and often he had felt "inadequate even for that."⁵² Not only were there financial worries, but, unfortunately, a lack of harmony between the president and certain members of the faculty at times caused considerable personal irritation. One hesitates to apportion blame or praise in this controversy. From what has already been written, it is easy to understand that harmonious coöperation between President Sturtevant on the one side and Professors Nutting and Sanders on the other was hardly possible. The policy of these leaders of the Presbyterian faction had, it is true, been rejected by the trustees, but men's opinions are not usually changed by defeat, nor does hope of possible future victory die in their hearts. The situation was somewhat relieved when Professor Nutting resigned his chair of Greek in the summer of 1866—even before the Presidency Fund had been entirely completed.⁵³ Incidentally, it ought to be mentioned that when Nutting resigned the chair which he had occupied for fourteen years, the College owed him some \$900 which the trustees were unable to pay and for which they had to give him a note.⁵⁴ George B. Dodge, formerly on the faculty of Shurtleff College and just then teacher at the State School for the Deaf, was temporarily appointed as "teacher" of Greek to supply this vacancy.⁵⁵

The relations between the president and Professor Sanders became constantly more strained. A teacher of pronounced ability and a man of strong opinions, Professor Sanders was always an aggressive partisan of any cause which he espoused. It was in 1864 that he had established the Young Ladies' Athenaeum, a school for girls that soon won a good reputation and became an active competitor of the Jacksonville Female Academy. President Sturtevant objected very strongly to this outside ac-

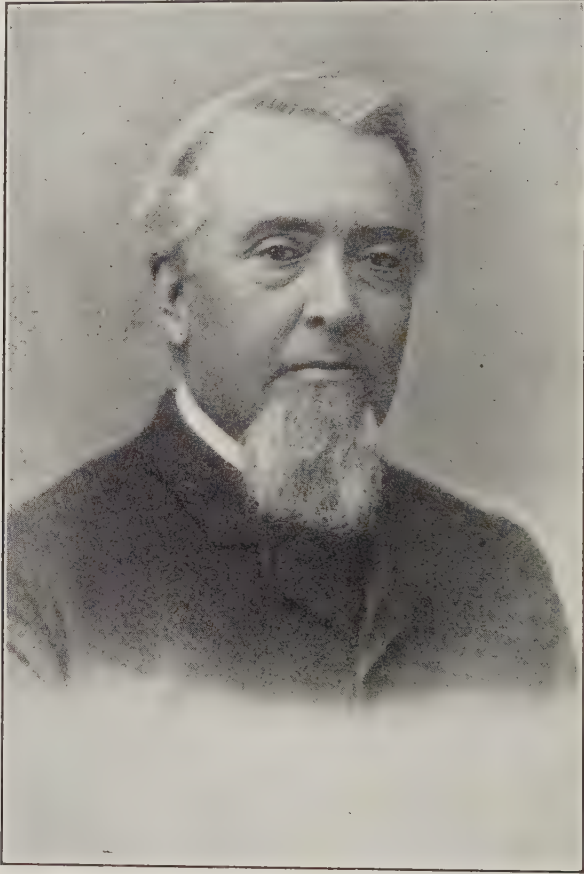
⁵² J. M. Sturtevant to Theron Baldwin, Ill. Col., July 8, 1867.

⁵³ Min., Prudential Committee, July 30, and Aug. 13, 1866; Theron Baldwin to J. M. Sturtevant, N. Y., Aug. 1, 1866; J. M. Sturtevant to Theron Baldwin, Providence, R. I., Aug. 8, 1866.

⁵⁴ Min., Prudential Committee, Dec. 14, 1866.

⁵⁵ *Ibid.*, Aug. 13, 1866; J. M. Sturtevant to Theron Baldwin, Aug. 20, 1866.

tivity of one of his professors, claiming that members of the faculty were employed to give their full time to the College and that Sanders' action was arousing the opposition of some very good friends of the College who were interested in the



WILLIAM D. SANDERS

Jacksonville Female Academy and the Illinois Female Conference College, now the Woman's College. The case of Professor Crampton was not very different in principle. Although his relations with the "administration" were very harmonious, he, like Sanders, was interested in an outside activity—the Jacksonville Commercial College, the predecessor of the present

Brown's Business College, which he had founded in 1866. It seems very likely that the interest of these two active and able members of the college faculty in these outside enterprises was greatly stimulated by the low ebb of college affairs and by the meager income which they were receiving from their only partially paid professorial salaries. In 1867, Professor Crampton acknowledged his mistake and seems to have made some satisfactory adjustment with the college trustees regarding his connection with the commercial school but not so Professor Sanders.⁵⁶ At the commencement meeting of the following year, the trustees requested their prudential committee to hold a conference with both professors with the hope that some friendly settlement of the problem might be secured which would allay any criticism of the College.⁵⁷ Sturtevant evidently felt that the only satisfactory solution of the problem, so far as Sanders was concerned, was to secure his resignation from the faculty. To use the funds of the College to help pay the salary of the principal of another school, in his opinion, was perverting college funds.⁵⁸ The controversy, involving, as it did, some elements of the old denominational fight, assumed a threatening aspect and unfortunately involved considerable personal feeling. Not only did Professor Sanders personally appear before the trustees to present his side of the case, but a committee of three citizens requested and were granted a hearing on the subject, and articles on the controversy appeared in the local press.⁵⁹ Professor Sanders claimed in his address to the trustees that the real motive of the opposition to him was to oust him from the College because he was a Presbyterian and that his connection with the Athenaeum was a mere pretext. The trustees, always hoping that the troubled waters would of themselves subside, evidently were not ready to force the resignation of Professor Sanders. Finally at the end of the college year, 1868-1869, Professor Sanders brought the controversy to

⁵⁶ J. M. Sturtevant to Theron Baldwin, Ill. Col., July 8, 1867.

⁵⁷ Min., June 2, 1868.

⁵⁸ J. M. Sturtevant to Theron Baldwin, Aug. 1, 1867.

⁵⁹ Min., July 8, 1868; citizens were George I. King, W. G. Gallaher and D. H. Hamilton. Best account of meeting is in J. M. Sturtevant to Theron Baldwin, July 10, 1868.

an end by handing in his resignation and the trustees unanimously accepted it.⁶⁰

In the meantime Professor Crampton had apparently come to an amicable understanding with the trustees by withdrawing from the active management of his commercial college and leasing it to another party.⁶¹

Brief reference has been made to the hope of President Sturtevant that the financial difficulties of the College and the problem of its future might both be solved by allying the institution with the movement for a state university. In fact this was one of the most important proposals that commanded the attention of the president and trustees during the trying years just described, and it deserves, therefore, somewhat fuller treatment.

The dream of state aid had more than once flashed through the mind of President Sturtevant. He had first thought of it many years before, when the disposition of the state seminary and college funds was under discussion. The state of Illinois, according to the terms of its admission into the Union and the regulations governing the sale of public lands within its territorial limits, had in its possession certain funds known as the Seminary and the College or University Funds, amounting in the forties to over \$100,000, and growing from year to year, at least theoretically, as interest was added to the principal. As early as 1847, Sturtevant told his friend Baldwin of a "great secret"—the possibility that Illinois College might be made into a state university by becoming the beneficiary of these funds. Leading politicians of the dominant party were said to favor the idea. Baldwin, as usual, was conservative, advising that President Day of Yale be consulted, and suggesting that it might be wise to persuade the state to appropriate the funds to endow "a professorship of popular education in Illinois College."⁶² The denominational colleges of the state all looked with longing eyes upon these state educational funds and from

⁶⁰ Min., June 2, 1869. Details of this unfortunate controversy are mentioned chiefly in following letters, J. M. Sturtevant to Theron Baldwin, Ill. Col., July 8; July 10; Aug. 25; Sept. 26, 1868; Feb. 16; June 7, 1869.

⁶¹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Mar. 12, 1869.

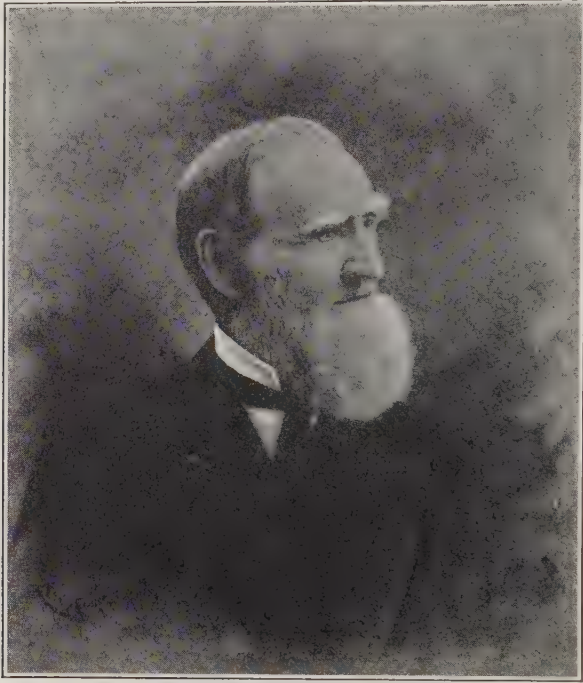
⁶² *Ibid.*, Mar. 30; May 19, 1847; Theron Baldwin to J. M. Sturtevant, N. Y., May 5, 1847.

time to time made suggestions for their division among them. Furthermore, the idea of allying Illinois College with a state university was somewhat of a natural development of the president's thoughts on university administration. Possibly his ideas on this subject had been influenced more or less by what he observed at Oxford and Cambridge when he was abroad during the war. If England could build up great universities by a community of independent or semi-independent colleges, why could not the same thing be done in America? If it was possible to put new life and prosperity into Illinois College, as he at one time proposed, by inviting different denominations to establish professorships or departments in the College, why could not Illinois College itself become a department or unit of a still greater state institution? Why, for example, could not Illinois College, as a department of a state university, provide the general cultural courses, leaving to the other department or departments the work in agriculture and mechanic arts? That apparently was his idea—not altogether a hasty conclusion born out of the exigencies of the occasion, but a more matured thought, a natural development of ideas that had been “simmering” in his mind for some time.⁶³ These thoughts and hopes were quickened when Congress passed the Morrill Land Grant Act.

The Morrill Land Grant Act passed by Congress in 1862 while the country was torn by civil war, is undoubtedly the most significant piece of legislation ever enacted in this country for the encouragement of higher education in the practical branches of agriculture and the mechanic arts and it must always be a matter of pride to the alumni and friends of Illinois College that a former member of her faculty played so important a rôle in this movement. It is never easy clearly to establish the beginnings of a historic movement enlisting the coöperation of a large group of people and involving the evolution of an idea. However, there seems little doubt that Jonathan Baldwin Turner originated the movement which ultimately bore fruit in the Morrill Act appropriating those millions of acres of public lands to the various states for the establishment of colleges in which the leading subjects of the

⁶³ J. M. Sturtevant to Theron Baldwin, Dec. 21, 1864; *Ibid.*, Oct. 1, 1867.

curriculum, without excluding other courses, should be agriculture and the mechanic arts.⁶⁴ Professor Turner, since leaving the faculty of the College in 1847, had been devoting himself to the cultivation of various plants like the osage orange, the red raspberry and to the invention of agricultural implements, not



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to mention his continued activity in the anti-slavery movement and other causes. In a few years this former professor of rhetoric became deeply interested in the promotion of industrial education or the education of the masses along practical lines. "As

⁶⁴ On the influence of Turner in originating this movement, see Powell, B. E., *University of Illinois*, I, 25, especially footnote, 94; James, E. J., *Origin of Land Grant Act of 1862*, 26, 27; *Ibid.*, Commencement Address, published in *Illinois School Report*, 1910-1912, 106. On the other side see Parker, W. B., *Justin Smith Morrill*, 276-284, and *Bulletin No. 10 of the Carnegie Foundation*, 77-79. However slight the relations between Morrill and Turner may have been, there seems to me no doubt that Turner was agitating the question of a federal land grant some years before Morrill got hold of the idea.

things now are," he said, "our best farmers and mechanics by their own native force of mind, by the slow process of individual experience, come to know at forty what they might have been taught in six months at twenty; while a still greater number of less fortunate or less gifted stumble on through life almost as ignorant of every true principle of their art as when they began."⁶⁵ The more he thought of the problem, the greater his interest grew until he became an ardent champion of a more efficient education for farmers and other industrial workers. He preached his doctrine in season and out of season, braving the opposition of the old classical scholars and arousing an indifferent public to the importance of the cause. He conceived the idea of asking the federal government to distribute its public lands among the various states for the promotion of this new, practical education, and apparently secured a promise of support for the cause from both Lincoln and Douglas when in 1860 these two were running for the presidency of the United States.⁶⁶

When the passage of the Morrill Land Grant Act finally settled it that Illinois, like the other states of the Union, would have thousands of acres of public lands at her disposal for the establishment of a university, the contest for the location of the proposed institution became very keen and even bitter. In the summer of 1864 Governor Yates, apparently at the suggestion of a Chicago friend who was interested in seeing the fund divided so that an agricultural college might be located somewhere in the central part of the state and a college of mechanic arts in Chicago, appointed a commission to prepare plans for the disposal of the fund and the location of the schools, to be presented to the legislature the following year. It was this commission to which the governor, as previously noted, had appointed President Sturtevant. It seems strange that Yates did not appoint Professor Turner, his former teacher and intimate friend, to this commission. Whatever the motives may have been that determined the selection of the members of the commission, it did not take long for a very determined opposition to show itself. The farmers and real friends of the movement

⁶⁵ Powell, B. E., *University of Illinois*, I, 133.

⁶⁶ Carriel, Mary Turner, *J. B. Turner*, 159.

at once objected to this commission both because they suspected the sincerity of some of its members and because of the implication that the fund was to be divided. When the governor became aware of the opposition, he sought to allay it by adding Turner and other representatives of the agricultural group to the commission, but Turner flatly refused to serve and in the end the governor asked his commissioners to disband.⁶⁷ The farmers were not opposed to the commission plan for determining the location of the proposed university; in fact that was exactly the method of procedure which they favored, but they wanted a commission whose membership should truly represent them and they were unalterably opposed to any division of the fund. Accordingly when the legislature met early in 1865, Governor Yates in his annual message recommended the appointment of a commission to determine the location, but nothing was accomplished chiefly because partisans of Cook and Champaign counties were strong enough to defeat the commission idea.⁶⁸ As the months went by and the time for the meeting of the next legislature approached, it became increasingly evident that the commission plan would not be adopted and that there would probably be a sort of free-for-all fight before the legislature itself. Accordingly the various interests that were anxious to secure the university for their particular localities began to prepare for the contest.

The college men of the state, with the single exception of President Sturtevant, strongly advocated a division of the fund among the various denominational colleges. The action of certain eastern states like Massachusetts, which gave its share of the fund to Amherst, Connecticut, which made Yale the beneficiary of its fund, and New Hampshire, which assigned its share to Dartmouth, encouraged the college men of Illinois to believe that the Illinois fund might be divided among the colleges already in existence.⁶⁹ A conference of the college presidents was held at the office of the president of the old University of Chicago in October, 1866, to decide what action should be taken by the colleges to present their case to the state legis-

⁶⁷ Powell, B. E., *Univ. of Illinois*, I, 184-189.

⁶⁸ *Ibid.*, I, 192-194.

⁶⁹ *Ibid.*, I, 223.

lature. Although they had originally opposed and even ridiculed the plan for a state industrial university, they now seemed quite willing to accept a slice of the educational melon which was soon to be cut. President Sturtevant would not attend the conference and was therefore severely criticized by his colleagues. The conference appointed a committee on legislative aid, which brought in a carefully prepared report, outlining the position of the denominational colleges and recommending that application be made to the state legislature for aid. The committee presented three arguments against the idea of appropriating the federal land grant fund to any single institution: (1) that such a single college and its model farm could only represent the conditions of "one spot in a state running through five and one-half degrees of latitude on our globe"; (2) that "such single college will teach only some three or four farmers' sons in each of our counties, if it teaches even one to a county"; (3) that "such single college must either exclude Christianity entirely, and so be either atheist or pagan, or, if it admits Christianity at all, it must support that form of Christianity which it admits, with our state fund, and so be a cause of jealousy and wrangling among sects and political parties."⁷⁰

They argued, therefore, that the state should "teach agriculture and mechanics in every considerable college in this state, instead of teaching all the various branches of a college education in one college." They thought that the state should appropriate about \$2,000 a year to each of these colleges, \$1,500 for the salary of a professor and \$500 for his "books and tools." A central board or committee was to supervise this system which was to "agriculturize the education and educationize the agriculture of the state." Each college, according to the plan of the presidents, was to have a small model farm connected with it, "for trees and flowers with a few acres for experiments in soils and crops, which farms like public parks, will be places of popular resort. . . ." President Blanchard of Wheaton College, always a strong champion of the interests of the denominational group, continued the argument in a series of articles which were published in the *Chicago Tribune*. He was afraid, if there were only one college, it would become "essen-

⁷⁰ Carriel, Mary Turner, *J. B. Turner*, 196.

tially aristocratic" taking, possibly, three or four farmers' sons from each of the counties, thus educating "only ten where the diffused plan would educate hundreds and thousands." He seemed to take it for granted that the single state institution would admit only men and then asks: "Why should our daughters be counted out when fields and fruits and flowers are the lessons of the school?" "The science of the soil," he urged, "like its flowers, should grow in all gardens instead of being shut up in one." The proceedings of the conference and the articles of President Blanchard in the *Chicago Tribune* naturally instigated replies from the champions of a single institution and, as usual, Professor Turner was one of the most incisive critics of the college presidents, becoming at times even a little personal in his arguments. The following is a sample paragraph of his sarcasm and logic:

We need no further proof of the utter incapacity of these gentlemen to manage these funds than their own published reports give us. They evidently have no just conception of what the fund is really for, nor of the primal uses to which it should be put. For this they are not blameworthy, for it lies wholly out of the line of their experience and action. But if they can't eat the hay themselves, they should quietly let the ox eat it. If the state listens to their advice now, a few years hence it will have no state university, as it would have had no normal university under the same guidance. The miserable sham which they propose is not worthy of the name of an university. It would be a disgrace to any people who should inaugurate it. Just look at it: More than a round hundred corporators, gathered promiscuously, by a sort of accidental drag-net, from all classes, professions, and conditions in life, without the least possible regard to their knowledge of educational interests, and set to do what? Why, simply to dole out and watch the miserable pittance of two thousand dollars a year, distributed among some twenty or more rival colleges agreed in nothing but a present want of funds. Who, thereupon, are to teach "agriculture and mechanics, one or both, to all our youth, male and female?" (I quote from the report itself.) "It is so nominated in the bond." What troops of crinoline carpenters and farmers the state would then have! Outdoor labor would then be nothing but one everlasting honeymoon and all sorrow and tears as well as all university funds, would soon fly away.⁷¹

⁷¹ Powell, B. E., *Univ. of Illinois*, I, 232, 233.

One is not surprised to learn that this reply from Professor Turner, published in the *Prairie Farmer* for January, 1867, proved more or less of a knockout blow to the denominationalists. It seems the college men were routed so decisively that they entirely gave up their plan of making a concerted drive upon the legislature.⁷²

The attitude and policy of President Sturtevant in this interesting period of our educational history deserve a somewhat closer examination. His intimate association with his friend and former colleague must have helped to give him that conception of the whole problem which filled Turner's own mind. Although it may not be denied that Sturtevant was working to promote the interests of the particular college over which he presided, he never lost sight of the larger good of the whole state. This, for example, seems clear: while he was anxious to see the proposed university located in Jacksonville and connected in some way with Illinois College, he always held to the belief that whether the institution was located in Jacksonville or elsewhere, the fund must be kept intact—there must be one university and not several, located in different parts of the state. Speaking, for example, at the meeting of the State Teachers' Association in 1866 of the relation of the colleges to the proposed university, he said: "It may not be possible to foresee; I say, however, if they [*i.e.*, the colleges] stand in the way of the realization of such a conception as this, let them all go, and that over which I preside with the rest. But I believe it is possible to bring them into harmonious and efficient cooperation with the state university. I mean mine shall be."⁷³

About the same time he wrote to his friend Baldwin:

My reasons for believing the second proposition are—that our college system must be the keystone of that arch [*i.e.*, of public education] and the denominational colleges never can be. They are so numerous that we can never endow them well and the spirit of sect will indefinitely multiply them. As a consequence they are feeble and meagre in endowment—the people of the state will not accept them as a satisfactory arrangement for the higher culture, but will found a state university in competition with them. This competition (if the

⁷² Powell, B. E., *University of Illinois*, I, 236; Carriel, Mary Turner, *J. B. Turner*, Chap. XXII.

⁷³ *Jacksonville Daily Journal*, Dec. 31, 1866.

university is successful) will be utterly ruinous to them; the competition of Michigan University even is already ruinous; if it were not for that university we would have five pupils in the higher studies when we have one. What then will be the competition of our own university? There is nothing, in my judgment, more delusive than the idea that in such circumstances as these we can build up such institutions as Yale and Cambridge. These institutions grew up, each in its own state, without competition; they had the hearts of the whole people. The love of learning and religion of a whole state was concentrated in them and even Williams and Amherst had the concentrated affections of great and wealthy sections of a state as we cannot have it. The same is true of Bowdoin and Dartmouth. It was for a while true of Middlebury and the competition of it with Vermont University has made both insignificant.

I am therefore satisfied that the system of education in this great state will culminate in a state university, and that all colleges which are in competition with that university will be insignificant. I therefore think it clearly our duty to cooperate in the founding of that university, and to exert all the influence and use all the wisdom acquired by our experience to mould it right. . . . The best thing, then, which we can do is to ally it with Illinois College, or rather to engraft it upon Illinois College.

His scheme of alliance was interesting, although with the exception of Cornell University and perhaps a few others, it was not justified by the experience in higher education in the United States. What he proposed was a combination of the state university and private endowments, the latter to be continued forever under the control of their founders or "such board of trust as they may constitute." He hoped this university with its allied private foundations might be located on the campus of Illinois College, but with that liberal spirit which always characterized the man, he was ready, if the university should happen to be located elsewhere, to sell the plant of Illinois College and move the institution to take her place "as a college of the university" wherever it might be.⁷⁴ That Sturtevant was not altogether correct in his prophecies is well demonstrated by the history of such private institutions as the University of Chicago, and Northwestern, not to mention several smaller colleges which are performing a valuable educational service for the state. Even the vision of a Sturtevant could not

⁷⁴ J. M. Sturtevant to Theron Baldwin, Ill. Col., Dec. 31, 1866.

foresee the marvellous increase in population and the still more marvellous growth of private endowments, large enough to compete on almost equal terms with the state in the field of higher education. Baldwin, with his usual conservatism and insight, seemed to see the future with a more discerning eye. He believed there would always be a place for denominational colleges of high standards, no matter what the outcome of the state university idea might be. In answering his friend, he quoted, with warm approval, a few sentences from a recent report of Newton Bateman, still State Superintendent of Public Instruction: "Let church colleges keep right on in their appointed course, neither abandoning the whole field to public systems of education, nor yet courting the favor and patronage of the state. Their work is unique and peculiar and its successful accomplishment demands freedom from outside control; it is utterly incompatible with the embarrassing restrictions of legislative supervision."⁷⁵ Bateman's advice was undoubtedly sound. It would be difficult to find a clearer or more forceful statement of the permanent place of the Christian college in the educational system of the country.

In the end, four counties, Champaign, Logan, McLean and Morgan, became serious contenders for the prize. Whatever advantages the other counties may have offered, there is no doubt that the best organized group was the Champaign crowd, as it was often called. They were ably led by C. R. Griggs, a shrewd politician, who knew how to play off one interest against another and how to make best use of large funds placed at the disposal of his committee for making the cause of Champaign County popular among the members of the legislature. The task of this gentleman was made still easier by his own election as a member of the lower house in the legislature which met in 1867 and which, as events proved, was finally to locate the new university.

Morgan County labored under the disadvantage of already having three state institutions and, if there were to be any reciprocity or fairness in the distribution of favors, people said it did not deserve another. However, the citizens of the county apparently had only had their appetites whetted for another

⁷⁵ Theron Baldwin to J. M. Sturtevant, N. Y., Jan. 28, 1867.

plum and in 1866 began actively to prepare their bid for presentation to the state authorities. President Sturtevant interested himself energetically in the movement, especially in so far as it concerned Illinois College. It was proposed that the county should bond itself to the extent of \$300,000 as a part of the sum to be raised, but when the question was put to a vote, to the surprise of many of the leaders, the people refused to sanction the bond issue. Nothing daunted, Sturtevant, Turner and the other leaders next proposed to accomplish the result by private subscriptions and other means.

In June of 1866 the trustees of the College instructed their prudential committee to "inquire whether anything can be done to facilitate the wise location and successful working of the proposed Industrial University of Illinois."⁷⁶ This resolution, phrased naturally in very broad terms, is evidence of the activity of the college authorities in the scheme for locating the university in Jacksonville. About the time when the new legislature assembled in January, 1867, the city of Jacksonville voted almost unanimously (884 to 35) to raise \$50,000 by taxation to aid in securing the university for the city; and, in addition, Mrs. David B. Ayers offered to give the property of the Berean College, now Passavant Hospital, which she owned and which was valued at \$60,000, although that estimate was considerably reduced by the legislative committee which later investigated the bids of the various competitors.⁷⁷ Furthermore, the trustees of the College voted in February to add the College and its endowment fund to the subscription from Morgan County and appointed Murray McConnel, Newton Bateman and H. E. Dummer to represent the board before the legislature.⁷⁸ The subscription from the College was estimated by the trustees as follows:

Campus and Buildings	\$110,000
Library	10,000
Funds	90,000
<hr/>	
Total	\$210,000

⁷⁶ Min., June 7, 1866.

⁷⁷ J. M. Sturtevant to Theron Baldwin, Ill. Col., Jan. 10, 1867.

⁷⁸ Min., Feb. 5, 1867.

According to their charter and the terms of their trust, the trustees did not feel empowered to turn over to the state the complete, unrestricted ownership of this property, but they were willing to agree, if the university were located in Jacksonville, that Illinois College should become a department or one college in the proposed university.

In the meantime, the other competitors had not been idle, especially not the committee from Champaign County. When the legislature assembled, Champaign's representatives were already on the ground, having rented attractive quarters in the Leland Hotel, where they held open house for any members of the legislature who cared to enjoy their hospitality. Refreshments, both liquid and solid, cigars, comfortable lounging places and entertainments were freely offered to all who might care to partake of them. None could compare with the Champaign "ring" in efficiency of organization and skill in the lobbying game; to Sturtevant, it seemed "a political cabal as corrupt as Satan."⁷⁹ The legislature was evidently resolved, itself, to determine the location and accordingly appointed a committee to visit the competing localities and make a report on the various bids. As this committee after its tour of investigation finally estimated the bids, they were as follows: Morgan, \$491,000; McLean, \$470,000; Logan, \$385,000; Champaign, \$285,000. According to the report of the official legislative committee, the bid from Morgan County was thus the highest and that from Champaign, the lowest. The estimate which the committee placed upon the value of the Illinois College subscription in the Morgan County offer was \$176,000, and they reported that "Said Illinois College property is under control of its trustees, who propose to merge it into said Industrial University, as far as they can under their powers, but will be bound under the terms of their charter and the conditions of the endowments to said college, to continue the organization of said board of trustees, and see that their trusts are faithfully executed and the funds and endowments are not diverted from their original purpose." It is interesting to observe that even if the subscription from the Illinois College trustees were eliminated from

⁷⁹ J. M. Sturtevant to Theron Baldwin, Ill. Col., Dec. 27, 1866.

the amount, the offer from Morgan County would still have been \$315,000 or \$30,000 higher than the Champaign County bid. However, when the final test came, the legislature decided to locate the university in Champaign County.

It is not to be denied that the result of the long and bitter struggle was a sore disappointment to many of the best friends of the movement. Turner was bitterly disappointed and discouraged. "Through all the years of arduous work in establishing this Industrial University, I never saw my father discouraged or disheartened until this decision of the Illinois Legislature to locate the State University at Champaign," writes his daughter.⁸⁰ It was the first time in his life, said Turner, that he had ever known "a valuable piece of property to be knocked down to the lowest bidder." There is little doubt that the University was halted in its development during the early years of its history by the disappointments and feeling engendered by the contest, but fortunately time softened the asperities of the controversy over the question of location and eventually the University of Illinois began that progress which has won her a place among the greatest universities of the country. The attempt to ally Illinois College with the state university had failed and the College was therefore compelled to work out her salvation along other lines.⁸¹

About the time of the Civil War certain changes began to manifest themselves in educational thought and policy in the United States. Darwin, it will not be forgotten, had published his monumental work, *The Origin of Species*, in 1859 and slowly but surely a new interest in science radiated from that center in an ever widening circle. Furthermore, when it is remembered that Cornell University, whose founder was ambitious to establish an "institution where any person can find instruction in any study" was organized in 1865, that the path-breaking Eliot became president of Harvard in 1869 and that Johns Hopkins, with its new ideals of research and specialized scholarship, opened its doors in 1876, it is not surprising that new educational interests and policies began also to manifest

⁸⁰ Carriel, Mary Turner, *J. B. Turner*, 211.

⁸¹ On the details of this contest, see Powell, B. E., *Univ. of Illinois*, I, 178-271; Carriel, Mary Turner, *J. B. Turner*, 204-215; Nevins, A., *Illinois*, 29-41.

themselves about this time in Illinois College.⁸² Although President Sturtevant belonged to an earlier generation than White at Cornell, Eliot at Harvard or Gilman at Hopkins, he was hardly less alert to the changes that were taking place in the educational world. What he might have accomplished at Illinois College, if he had possessed the financial backing which his younger colleagues commanded, is an interesting speculation, but Sturtevant was forever trying to make bricks without straw.

About the time of the war and in spite of its discouragements, an effort was made to modernize the curriculum in Illinois College; history, modern languages and science began to receive more attention. It is true that the trustees directed that students who took certain new courses in French and German might be charged an extra fee, but the College was at least making an effort to get into line with new tendencies. Entrance requirements were readjusted; courses began to be listed and grouped in the catalogues by departments; again discussion arose regarding the advisability of continuing the preparatory department; and, in general, there was evident a tendency to adjust the college curriculum to the needs and wishes of an age that was beginning to take a keener interest in science and to demand more practical results from its system of higher education. Illinois College and its president not only felt the influence of this general movement, but the activity of Professor Turner and the friends of the industrial university idea made the question of new subjects and changed objectives in higher education a live issue in the state of Illinois. This was especially true of the years following the war, when the location of the proposed industrial university, with its generous aid from the federal land grant, aroused such great public interest.

The catalogues of the fifties show little or no change in entrance requirements, but a radical change is noticeable in the catalogue of 1864-1865. Apparently set entrance examinations were abolished that year. The following announcement in that catalogue shows what a revolutionary change the faculty was making in the plan of admission into college:

⁸² For a discussion of these changes, see Thwing, C. F., *History of Higher Education in America*, Chap. XXI.

The arrangements of the Institution are not constructed upon the principle so generally adopted in American colleges: that no student shall be permitted to pursue a part of the studies of the course unless he will pursue the whole. It is not with us assumed that a student who will not, or perhaps cannot, acquire a knowledge of Mathematics shall be debarred from the privileges of the Classical Course; or, that one who is unable or unwilling to learn the Greek language shall not have instruction in Latin. Our intention is to afford to each student all practicable facilities and encouragements in learning any and every branch of knowledge, irrespective of the progress he may have made, or may intend to make in any other. Hence no previous preparation is required as a condition of admission to instruction in any branch of learning, except that the student shall possess the knowledge requisite to pursue it with success.

Any student may, therefore, be admitted to the institution, at any time, provided he is able to enter any class or classes which may then be in progress.

It is hardly conceivable that such a radical departure from set examinations could have been even contemplated by any first class college at that time, and one is, therefore, not surprised to find that in a few years the College returned to more definite entrance requirements.⁸³

The simple college course of the early days required little or no departmental grouping or organization. For years students still continued to study the same few subjects according to their college class. With few exceptions and very little overlapping, one professor usually taught all freshmen; another, all sophomores; another, the juniors, the president usually reserving the seniors for his particular attention. It is not surprising that under such a *régime*, five or six professors could easily handle all the work of the curriculum. However, the same year in which entrance requirements were radically revised, a more elaborate departmental organization was introduced into the curriculum. Ten distinct departments, for example, were announced in the catalogue of 1864-1865:

1. Moral philosophy.
2. Social and religious philosophy, which department included the work in revealed religion, political economy, and American democracy.

⁸³ E.g., Catalogue of 1867-1868.

3. History, including courses in ancient and modern European history, but no courses in American history; probably American history was not yet recognized in any American college curriculum.

4. Natural philosophy and chemistry, which meant chiefly courses in physics and chemistry.

5. Greek.

6. Latin.

7. Rhetorical department, which included the courses in English grammar, rhetoric, elocution and oratory.

8. English language and literature, which included a study of the historical development of the English language and a scattering, superficial study of English literature.

9 Mathematics and astronomy.

10. Modern languages; assurance was given that classes would be organized in either French or German if students in sufficient numbers wished to study either of those subjects.

Much of this reorganization, it must be admitted, was more nominal than real and not very different from the publicity efforts of some present day institutions which announce schools and departments out of all proportion to the number and training of their faculty. The instructing staff could not at first be increased properly to teach the reorganized curriculum, but at least an effort was being made to harmonize the work of the College with the spirit and methods of the age.

Other experiments were also tried. Students were no longer listed in the catalogue according to their college classes, but all names were placed strictly in their alphabetical order followed in each case by a list of the courses which the student had passed, and was taking at the time when the catalogue was published. This policy, which continued until 1869, must have meant a virtual abolition of the traditional college classes. Indeed, the trustees definitely ordered that all distinction formerly made between preparatory and collegiate students should be abolished and all students "instructed by the professors in their several departments with such assistance from tutors as may be necessary."⁸⁴ The change was in part an effort to get away from the evils of the class system in college discipline, but without doubt the general educational result was

⁸⁴ Min., Prudential Committee, n.d., 1865.

bad at the time, and the alphabetical listing of the names has certainly caused trouble and confusion to the editors of alumni catalogues in later years. The college year continued in three terms, but the third term was made optional, apparently to accommodate those who had to help their parents in the spring farming. The curriculum and schedule were planned on the theory that all studies required for graduation could be passed during the fall and winter terms of the four years. Students who could complete the work required for a degree in three years were to be allowed to do so, while it was recognized that others might have to take five years to complete the college course.⁸⁵ "Acquisition is what we insist on. Time may be accommodated to the health, the age, and the capacity of the student," announced the college authorities. It was also about this time that the Ph.D. degree appeared in the College. It was announced that this degree would be conferred upon any applicant who demonstrates "upon examination that he has become thoroughly accomplished in one or more branches of natural science or philosophy." It is of interest also to note that this degree was at first used to recognize achievement in the new fields of science and philosophy, the latter term being used in its broadest significance so as to include politics, economics and what is now called sociology, as well as moral and religious philosophy. However no Ph.D. degree in course, or upon examination, seems ever to have been conferred, although in these early years the degree was on rare occasions given to alumni and others, *honoris causa*. About this time a "mild" elective system was also introduced, allowing students a little more freedom of choice in their studies, Sturtevant and Baldwin being especially interested in the use of this system in Cornell, under the influence of Andrew D. White.⁸⁶

The instructor who had a large and most direct interest in these changes of curriculum and general educational policy was naturally Professor Adams, who held the chair of chemistry and natural philosophy, but it is pathetic to see in his numerous communications to the trustees how greatly his work was cramped and hampered on account of the poor equipment of

⁸⁵ Catalogue, 1864-1865, 25; Min., June 14, 1864.

⁸⁶ Theron Baldwin to J. M. Sturtevant, N. Y., Mar. 20, 1868.

his department. To meet the new demands in science, additional apparatus and laboratory equipment were imperatively needed, but the repeated appeals from Professor Adams to the trustees show that he could obtain practically nothing. Although frequently appealing to them for help, it seems as if he must always be asked to wait—first because of the need for more general endowment, then because a dormitory building fund was being raised and again because the financial panic of 1873 wrecked his hopes and plans.

Furthermore, in the early seventies the faculty also made an effort to raise the standards for the scientific degree by “stiffening” the entrance requirements for that course and extending the period of study in college for the B.S. degree from three to four years. They asked for the coöperation of the trustees in this movement, but although the board expressed its general approval of the plan and appointed a committee to coöperate with the faculty, the actual change in the requirements for the science degree was not at once made.⁸⁷

The experiment tried in 1865 of virtually abolishing the ordinary distinctions between preparatory and college students was followed two years later by a decision to give up all preparatory work.⁸⁸ Students, instead, were advised to attend the “Washington High School” in the city.⁸⁹ The policy of abandoning all preparatory work, however, did not seem to meet with the approval of Professors Crampton and Tanner. At any rate, at the annual meeting of the trustees in 1869, these two energetic and progressive professors laid before the board a plan for the reëstablishment of a preparatory department, which was approved by the board. Although the report itself is not at hand, it seems likely from the resolutions adopted by the trustees that the plan of the professors looked towards the purchase of a lot and the erection of a preparatory school in the town. In less than a week, Dr. Samuel L. Whipple of Jacksonville came forward and offered the College \$10,000 for the

⁸⁷ Min., June 4, 1873; May 26, 1874; four years were first required for the B.S. degree in 1874.

⁸⁸ J. M. Sturtevant to Theron Baldwin, Ill. Col., Feb. 14; Sept. 12; Oct. 1, 1867.

⁸⁹ Catalogues, 1867-1869.

founding of a preparatory school to be conducted in connection with the College on the plan proposed by Crampton and Tanner and endorsed by the trustees. The offer was accepted and the trustees voted to call the school "The Whipple Academy" in honor of the donor. Furthermore, Professor Crampton was at once authorized to make a contract for the erection of the building and the purchase of its furnishings.⁹⁰ It is to be noted in connection with this gift that Dr. Whipple retained an annuity interest of 10 per cent in the fund during his lifetime—a reservation which tended, of course, still further to increase the financial burdens resting on the shoulders of the trustees.

By the following school year, 1869-1870, Whipple Academy, installed in its new building still standing on the corner of Morgan and Kosciusko Streets, was in full operation with 115 students—nearly three times the enrollment in the college department. If number of students enrolled and amount of preparatory tuition received are any criterion there is no doubt that the establishment of the Whipple Academy at that time was a wise move. Certainly if the College had not been obliged to pay the 10 per cent annuity, the whole enterprise would have been financially profitable as well as educationally sound. Crampton and Tanner were at first associated as principals of the new school, although the former was soon obliged to seek relief from these duties because of his heavy responsibilities as financial agent of the College. Instruction was offered in the English branches, science, mathematics, French and German, and also Greek and Latin. Military drill, "Spencerian Penmanship," art and drawing and surveying, were also included among the ambitious announcements of the new school.⁹¹ Furthermore the Jacksonville Business College, which had continued to prosper since its establishment in 1866 by Professor Crampton, was moved from the Chambers Block on the north side of the square to the new building and became a part of Whipple Academy. The public was assured that the Jacksonville Business College would not "lose its individuality or its prestige by this union with Whipple Academy," for it was to

⁹⁰ Min., June 2; Prudential Committee, June 8, 1869; J. M. Sturtevant to Theron Baldwin, Ill. Col., June 7, 1869.

⁹¹ Catalogue of 1869-1870.

"be conducted as a separate institution with its separate course of instruction and faculty." Mr. George W. Brown, later to become the founder of the well-known chain of Brown's Business Colleges in the Middle West, served as "Professor of Accounts and Penmanship" in the Business College.

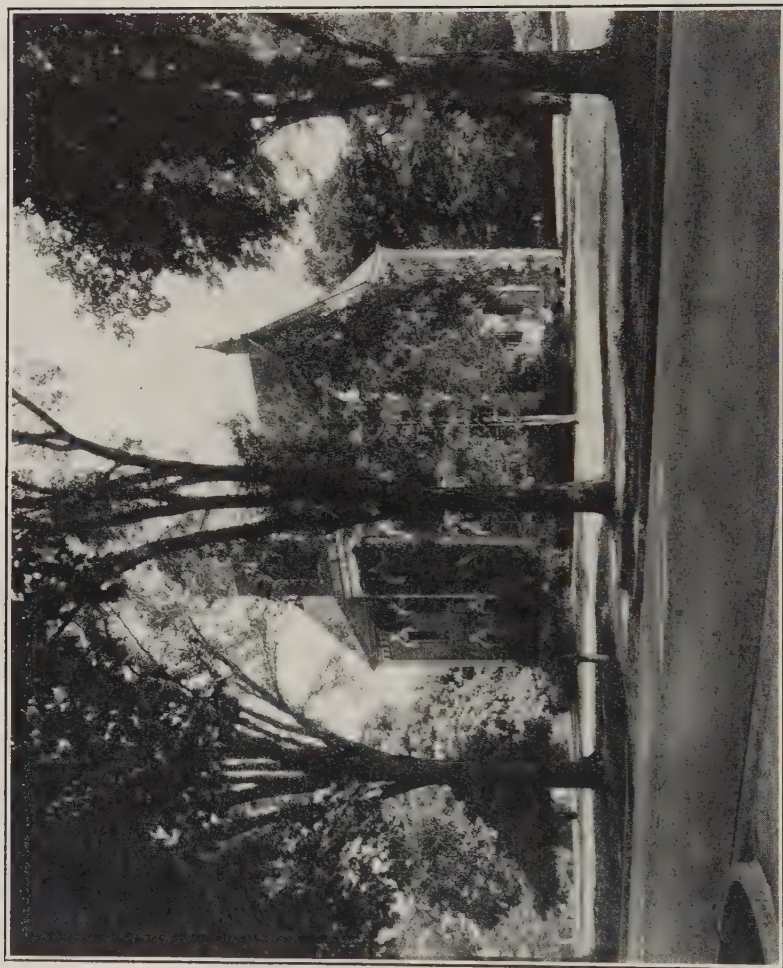
Although there may have been some advantage in having the Academy near the center of the town, it soon became apparent that it was difficult for the same instructors to be teaching in two schools nearly a mile apart. Nor did the college faculty look with favor upon an increasing tendency of young men in this combined business and classical school to take the English or business course. Accordingly in 1876, the new building was given over entirely to the Jacksonville Business College and the regular Academy classes were transferred to the college buildings on the campus.⁹² Two years later, that is in 1878, the new building, including its furnishings and the rights to the Jacksonville Business College, was sold to Mr. Brown, and in 1882, with the net proceeds of the sale of all of this property amounting to \$7,000, the present Whipple Academy building was constructed.⁹³

The college library showed some growth during these years. In the middle of the fifties, it was reported to contain about 3,000 volumes, but a decade later it had grown to double that number. With growth in size had come also some greater liberality in administration. While previously the students had been allowed admission into the sacred precincts of the library for only a very brief period once or twice a week, it was ordered in 1867-1868 that the college library should be kept open every day, although no books might be drawn for home use.⁹⁴ It was still to be many years before Illinois College or any other college of the land was to break away from the mistaken idea that the main object of library administration must be to preserve the books rather than promote their general use by students.

⁹² Min., May 31, 1876.

⁹³ Min., Prudential Committee, Apr. 13, 1878; Min., May 31, 1882. The building and lot sold to Mr. Brown brought \$4,500; another lot was sold to A. C. Wadsworth for \$700; how the balance of income totalling \$7,000 from this property was obtained is not clear.

⁹⁴ Catalogue of 1867-1868. Not even in my own day (1892-1896) in one of the largest and newest universities, were the students permitted to withdraw books.



WHIPPLE ACADEMY

The decline in attendance not only added to the discouragement of the professors, but it also dampened the enthusiasm of the students. The small numbers during and after the war must have greatly decreased interest in the literary societies and other forms of student "activities." One morning after the abolition of the preparatory department had still further reduced the number "on the Hill," people found painted over the front door of the main building the legend "For Rent." After college had opened in the fall of 1868, the president wrote: "The operations of the college must be a merry farce for this year. We have barely thirty students."⁹⁵ However, the following year, when the preparatory department was reestablished and the Jacksonville Business College combined with it, the total figures of registration increased at a bound, although the number of strictly college students remained practically stationary. The numbers in the preparatory and business departments could not, however, have made much difference in either the classes or student life on the campus for these departments, as we have just observed, were conducted in the town.

Student activities of this period differed little from the life of a decade or two earlier. Organized athletics were still waiting to be born. The rings and swings and horizontal bars were still to be found in the college grove by any students who cared to exercise their muscles on them, and sleigh riding and skating still provided the chief opportunities for amusement in the winter. During the war, in 1863, there was a great revival of religion in the churches of the town, which extended also to the campus. Daily prayer meetings were held at the College, and many students were converted. One of the "historic" student pranks of the period was the painting of Professor Nutting's horse. The professor, it seems, had a horse whose color approached the yellow variety. One Sabbath morning this animal, painted with black stripes like a zebra, was found tied to the fence in the courthouse yard. Tradition says so many inhabitants of the town went to view the strange animal that Sunday morning, that the churches had a small attendance.⁹⁶

The passing years naturally wrought changes on the faculty.

⁹⁵ J. M. Sturtevant to Theron Baldwin, Ill. Col., Sept. 26, 1868.

⁹⁶ Letter from Govn S. Pennington, in *Jacksonville Journal*, Sept. 30, 1908.

Sanders and Nutting had resigned and in 1865 a young alumnus of the class of 1857, who was destined to have a very large influence on the College, returned to his alma mater. It was Edward Allan Tanner, who, after several years' experience as a teacher in public schools in Illinois and as a professor of Latin in Pacific University, Oregon, came back to the campus to fill



HENRY E. STORRS

the chair of Latin Language and Literature. We have already caught a glimpse of him as he labored with Professor Crampton in building up a new and flourishing preparatory department of the College. That work and his unqualified success as a teacher were only the beginnings of a great service to Illinois College. Indeed, it was Professor Crampton and this young alumnus who picked up the reins which were slipping from older hands. In 1870, Mason Grosvenor, then in his seventieth year, was appointed Lecturer, and the following year

Professor of Moral Philosophy and Evidences of Christianity.⁹⁷ This appointment was made on financial terms favorable to the College, in connection with a subscription of \$5,000 which Mr. Grosvenor had promised. About the same time a graduate of Amherst College, Henry E. Storrs, was appointed Associate Principal of Whipple Academy and the following year, Professor of Natural Science in the College.⁹⁸ This appointment was made probably in part to relieve Professor Adams whose advancing years were making it increasingly diffi-

⁹⁷ Min., June 1, 1870; May 31, 1871.

⁹⁸ *Ibid.*, Prudential Committee, Sept. 6, 1870; Min., May 31, 1871.

cult for him to carry the load which he had borne these many years. The death of his only son in 1868 had crushed him with grief and added to his weariness. At the end of the college year 1875-1876, Professor Adams was relieved of all duties except his daily recitations and lectures in chemistry and natural philosophy.⁹⁹ He died in 1877 after forty years of faithful and efficient service.

It was in 1873-1874 that Dr. Hiram K. Jones, '44, began to lecture to the students, at this time, however, not on his favorite subject of philosophy, but on anatomy and physiology.¹⁰⁰

Numerous changes also occurred on the board of trustees during these years, the election of a few, like that of Mr. Blatchford, being connected with the adoption of some particular college policy. The conflict between the Congregationalists and Presbyterians for the control of the College would, in the end, be determined by the complexion of the board of trustees, and so, although little was said about the matter, it was inevitable that the attitude of prospective board members on the denominational question should be scrutinized with some care. Moreover, Father Time was beginning to exact his toll from the board of trustees as well as from the faculty. The founders of the College or those associated with it in its earliest years began to give way to younger men. It is hardly necessary to chronicle here all of the changes on the board between 1858 and 1876, but, in addition to the elections already noted, a few of the more significant changes should, perhaps, be mentioned.

Two Jacksonville lawyers, Henry E. Dummer,¹⁰¹ elected in 1859, and Judge James Berdan, already treasurer of the College and elected a board member in 1860, were both destined to become very influential trustees. In 1865 occurred the death of David A. Smith who had held a trusteeship for over twenty-three years. He was one of the most distinguished pioneer lawyers of the state, being frequently associated with Lincoln in the trial of cases in those days of legal as well as religious circuit riders. Although of southern origin, Smith coöperated heartily with the New England element that controlled the

⁹⁹ Min., May 31, 1876; J. M. Sturtevant to Theron Baldwin, Feb. 16, 1869.

¹⁰⁰ Min., May 26, 1874.

¹⁰¹ He moved to Jacksonville from Beardstown in about 1864.

College. This is not surprising when one recalls that, like Governor Edward Coles, he had come north to get away from slavery and had manumitted his slaves, giving bond to the state for their freedom. Although at times inclined to oppose Sturtevant on the denominational question, he was always a warm friend and generous benefactor of the College. The resignation of Samuel D. Lockwood in 1868 took from the board one of the earliest and most helpful patrons of the College. It was the friendship and aid of such public men as Judge Lockwood and Governor Duncan that helped to give the College the position of unquestioned preëminence which it won in the early educational history of the state. This particular vacancy was filled by the election of one of the most prominent alumni of the College—Newton Bateman, '43, still holding at that time the office of State Superintendent of Public Instruction, a position which he filled with such signal success as to bring him national and even international recognition. The following year occurred the death of Thomas Lippincott, not only a founder of the College, but in a very real sense a pioneer of Illinois. He remained a faithful and helpful friend of the College to the last.

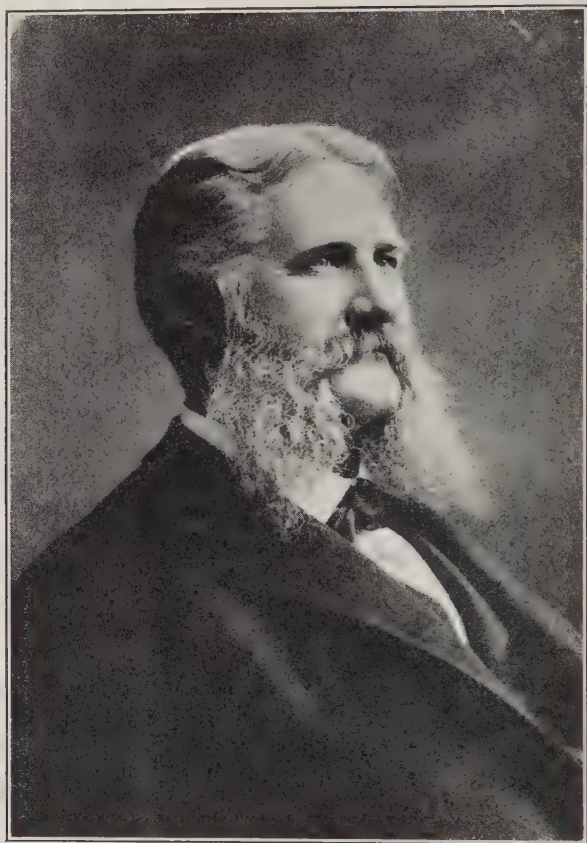
Theron Baldwin, who died in the spring of 1870, deserves more than a passing word. From the day when with Sturtevant and his college friends he had solemnly signed that New Haven compact dedicating his life to the cause of education and home missions in the West, Baldwin had ever faithfully and efficiently kept his pledge. Going out to Illinois in 1829 with Sturtevant and the latter's young bride, his first post of duty had been as a sort of sentinel for the cause at the old state capital at Vandalia, where he labored hard to make a reluctant legislature understand that the cause of education could not be neglected in the new state. When a little later Benjamin Godfrey, filled with a desire to promote the education of women in the West, needed advice, Baldwin was the man to whom he turned for help, and the result was the founding of Monticello Seminary. His return to the East in 1843 to accept the position of Secretary of the Society to Promote Collegiate and Theological Education at the West greatly widened his field of activity and usefulness in the cause of Christian education. In this position his great ability, sound judgment, and strong per-

sonality found a much wider opportunity and it is not to be doubted that he left his mark on the development of higher education in the Middle West. Not only Illinois College, but such institutions as Wabash, Beloit, Western Reserve, Marietta, and Knox and Lane and Chicago theological seminaries, all felt his strong influence in the early and formative years of their existence. His intimate personal friendship with President Sturtevant, not to mention his active part in the founding of Illinois College and his official position as a trustee, made both his interest and influence stronger here than in any other college. It may be said that Dr. Sturtevant almost never took an important step in the affairs of Illinois College without consulting his friend Baldwin, and in practically every case the advice received, proved sound. A broad outlook over the whole field of higher education and a detachment from local and personal feelings always gave added value to Baldwin's advice. What a fortunate thing it has proved for the historian of the College that these two friends lived apart and therefore corresponded with one another so regularly. Their hundreds of letters, so fortunately preserved, are not only a rich mine of historical information, but bear testimony to a rare and beautiful friendship and disclose to our intimate view two really great personalities. It is not surprising that Yale College has included Theron Baldwin among her sons who have a place in her Memorial Hall.¹⁰²

The same year in which Baldwin died, Elisha Jenney, another member of the Yale Band, resigned his trusteeship as did also Livingston M. Glover, the able and influential pastor of the New School Presbyterian Church, who had been serving for over fifteen years as secretary of the board. The next year another vacancy was created by the death of the Reverend William Carter, who had served as a member for nearly twenty-seven years. Like the founders of the College, Mr. Carter was an alumnus of Yale and had himself become a member of that organization of Yale students known as the Illinois Association, or Yale Band. Coming to Illinois as early as 1833 to do his part in the coöperative enterprise, he served as pastor of a

¹⁰² The best sketch of Mr. Baldwin is the article by J. M. Sturtevant in the *Congregational Quarterly* for April and July, 1875, published also as a reprint.

church at Pittsfield for over a quarter of a century.¹⁰³ The year of Carter's death, three new members were elected: Edward P. Kirby, '54, of Jacksonville, to succeed Carter; Colonel Charles G. Hammond of Chicago, in place of Glover; and Lorenzo



EDWARD P. KIRBY, '54

Bull of Quincy, in place of Jenney. Of these three Mr. Kirby was destined to have an especially long and honorable service. He was immediately chosen secretary of the board and three years later became also treasurer to succeed the joint treasurers, Dummer and Berdan.

The appointment of Mr. Kirby as treasurer resulted in considerable improvement in the accounting system of the College.

¹⁰³ Min., May 31, 1871.

During the course of the years, more or less loose methods of accounting had gradually grown up—it seemed uncertain, for example, on whose authority bills were to be paid; special funds were handled by others and not by the regular treasurer of the board; there were a large number of miscellaneous endowment funds, some of which might well be consolidated; trust funds were not always being strictly applied to the objects for which they had been established; the treasurer's reports were not always presented in a way that was clear and informing. These conditions were not necessarily the fault of any particular treasurers, but, like moss on the trees, were the result of the slow growth of years. Mr. Kirby, a lawyer with a real appreciation of the inviolate responsibility of trustees and a natural instinct for order, urged the board to improve its methods of accounting. When asked to take the treasurership, he stated to his fellow trustees that he would not be willing to act as treasurer unless "some person or committee be authorized to draw upon the treasurer for such expenditures as may be necessary, upon whose warrants alone money shall be paid out by the treasurer." As a result of the recommendations of the new treasurer, it was now ordered that the treasurer should be the sole custodian of all college funds and that monies should be paid out only by him on warrant duly signed by the chairman of the prudential committee, after authorization by that committee; that the principal of no fund should be borrowed or used in any way that might be a violation of the conditions upon which the fund had been given to the College. These were good methods and high ideals of accounting, and it is only to be regretted that they were not always observed in the subsequent history of college finances.

Among the men who accepted membership on the board of trustees during this period and whose names have not heretofore been mentioned were also Joshua Moore of Jacksonville (1860-1871), the Reverend M. K. Whittlesey of Ottawa (1874-1886), the Reverend William H. Savage of Jacksonville and later of Hannibal, Missouri (1870-1877), the Reverend John K. McLean (1870-1871), the Reverend C. L. Goodell of St. Louis (1874-1886), Daniel W. Fairbank of Jacksonville (1875-1893) and Dr. Hiram K. Jones of Jacksonville (1875-1886).

Meanwhile deficits continued as regularly as the seasons of the year, and there was no rest for a weary president. Advancing years made it difficult for Mr. Sturtevant to keep up the old time pace, and he looked more and more for aid to those younger men of the faculty, Crampton and Tanner. When the prudential committee, in 1870, definitely appointed Crampton the financial agent of the College to solicit funds, it took, as events proved, a very wise step.¹⁰⁴ The man who had already shown his initiative by raising a company during the war, and by organizing the Jacksonville Business College after the war, now plunged into his new work with great energy and determination. In the fall of 1870 he was in the East and when he returned his report of the prospects was so encouraging that the trustees continued his agency. His labors bore large fruit in 1873, when he was able to announce to the trustees a single donation of \$50,000. It was a gift in bonds of the Peoria and Rock Island Railroad Company of Illinois made by Samuel A. Hitchcock of Brimfield, Massachusetts, for the purpose of establishing two professorships—the Hitchcock Professorship of Mathematics and the Hitchcock Professorship of Natural Science. Sad to relate, however, the donation, although unquestionably made in good faith and in a spirit of genuine Christian generosity, was destined to disappoint the high hopes of the friends of the College. Interest was not paid promptly on these bonds and when they were later sold, they apparently did not yield much over fifty cents on the dollar. To the credit of the College, however, be it said that the two Hitchcock memorial professorships are still maintained in its trust funds.¹⁰⁵

For many years an effort had been under way to establish a Beecher Professorship in honor of Henry Ward Beecher. It was the hope that the members of Plymouth Church would contribute most of the funds for this special endowment.¹⁰⁶ Mr. Beecher gave the movement his support; collections were taken from time to time in his church, but since the monies collected never reached a sufficient amount, the professorship was not

¹⁰⁴ Min., Prudential Committee, June 13, 1870.

¹⁰⁵ Min., Feb. 15, 1873; June 4, 1873; Prudential Committee, Nov. 24, 1874; in 1879 Fund amounted to \$28,657, Treasurer's Report in Min., June 4, 1879.

¹⁰⁶ Their pledge is recorded as amounting to \$10,000; Min., Feb. 1, 1864.

established. If the history of the special funds and legacies of this period were to be complete, reference should also be made to the Spring and Naglee legacies, the John Wood, Greenwood and R. P. Abel funds. The Spring legacy, amounting to only \$2,377 when it was paid into the college treasury in 1856, was supposed to be put at interest and allowed to accumulate until sufficient to establish a professorship of didactic theology.¹⁰⁷ It proved a hopeless task and was never accomplished. The Naglee legacy, bequeathed as early as 1845, amounted to only \$735 when actually paid in 1869.¹⁰⁸ The Wood and Greenwood funds were used for the purchase of books for the library, and the Abel fund for the repair and improvement of the library building, the trustees, after conference with Mr. Abel, agreeing to establish scholarships for "three indigent students."¹⁰⁹

Owing to uncertain income from some investments and consequently uncertain values of these securities, it is not easy to state accurately the resources of the College at any particular time. Mr. Kirby, the new treasurer, already mentioned, endeavored, however, to make his reports truly represent the facts. In 1876, when Mr. Sturtevant resigned the presidency, the treasurer reported the total amount of the endowment fund as \$112,474 distributed after the consolidation of funds previously noted, as follows:

Presidency Fund	\$22,214.86
Hitchcock Fund	26,315.78
General Fund	60,857.99
Prize Funds	1,500.00
	<hr/>
	\$110,888.63
Cash on hand	1,585.37
	<hr/>
	\$112,474.00

¹⁰⁷ Min., Prudential Committee, Nov. 13, 1856; on Aug. 5, 1872, this fund which had been borrowed by the trustees for other purposes, amounted to \$8,546.90; Min., June 4, 1873; in 1874, an effort was made to induce the heirs to waive the condition relating to the professorship; Min., May 26, 1874.

¹⁰⁸ Min., Prudential Committee, Dec. 6, 1856; Min., June 2, 1869. Theron Baldwin to J. M. Sturtevant, N. Y., Mar. 15, 1860; J. M. Sturtevant to Theron Baldwin, Ill. Col., July 7, 1860; Oct. 30, 1869.

¹⁰⁹ Min. of Trustees and Prudential Committee, June 16, 1863; June 14, 1864; June 5, 1866; July 19, 1867; Feb. 5, June 2, 1868.

These funds produced an income that year of \$7,639.47 or an average rate of slightly under 7 per cent, although, if delinquent and possibly collectible interest were included, the average rate would probably have been as high as 8 per cent. Since the prevailing rate of interest on mortgage loans was 10 per cent, it is evident that the lower, actual average return was due in part to delinquencies in interest payments. The total income, including tuition and all other items reported for that year, was \$15,883.95. The Business College was yielding in tuition at this period nearly three times the income received from the regular college tuition. Expenditures for the year totalled \$15,676.08 and unpaid accounts of \$1,300.25 were largely offset by uncollected income.¹¹⁰ On the surface, it was not so bad a year financially as many preceding years had been, although when it is observed that the accumulated salary indebtedness of previous years totalling nearly \$7,000 was paid by borrowing from the endowment fund, the record was bad enough.

It seems that other debts were nearly always given a prior claim over salaries on the income of the College, and therefore during all the years of constantly recurring deficits, it was the professors who were asked to wait and keep on waiting. How they managed to support their families, to say nothing of keeping up an enthusiasm for their work, remains a marvel to this day. In 1860 the trustees had voted to pay 6 per cent interest on salary indebtedness from June, 1858. It was in the later years of President Sturtevant's administration that the expedient was systematically adopted of paying these back salaries by conveying campus lots to the faculty, at least in those instances where such a settlement was satisfactory to the individuals concerned. The salary scale for full professors in 1873 was \$2,000, but in estimating the real value of these salaries, it must not be forgotten that specie payments had not yet been resumed and the purchasing power of the paper dollar was very low. In 1875 the accumulated back salaries amounted to a total of \$6,957.63, distributed as follows:

Samuel Adams	\$1,091.01
R. C. Crampton	943.69

¹¹⁰ Report of Treasurer in Min., May 31, 1876.

E. A. Tanner	\$1,112.21
H. E. Storrs	1,132.21
G. W. Bailey	816.73
G. W. Brown	734.48
A. H. Sturtevant	674.79
C. L. Clapp	452.51

This does not include any reference to the salary of President Sturtevant because he was paid a varying annual amount out of the income of the special Presidency Fund. In this particular year the salary of the president out of this fund amounted to \$2,237.

This same year, 1875, when the needs of the faculty were especially acute and their complaints loud, the trustees tried to relieve the situation by adopting a definite plan for future adjustments—a plan which left the professors, as usual, “holding the bag.” The prudential committee was authorized, apparently on the general credit of the College, to borrow enough to pay the accumulated arrearages of salaries,¹¹¹ but a new understanding was henceforth to prevail. After June 1, 1875, salaries were to be paid out of the amount remaining “after payment of necessary contingent expenses,” meaning probably those inevitable running expenses, like fuel, light, repairs, etc., that could not be dodged or postponed. Furthermore, the faculty was notified that henceforth the College would not consider itself legally liable for any deficiency in payment of salaries beyond the pro-rata amount from this remainder fund, although the trustees would, they said, carry forward a salary indebtedness from year to year, so long as such an instructor remained on the staff, “payable out of net income applicable to salaries.” If a member of the faculty left the institution, he was apparently, under this plan, to forfeit all claim for back salary. It was a drastic, one-sided scheme and it might make one feel severely critical of the trustees, did he not know that they were constantly wrestling with the problem of making bricks without straw.¹¹²

¹¹¹ As a matter of fact, a loan was made from endowment funds. Report of Treasurer in Min., May 31, 1876.

¹¹² Min., June 1, 1870; June 2, 1875; May 31, 1876; Prudential Committee, June 9, 1873; June 8, 1875.

Although many years ago when the old dormitory burned, President Sturtevant was inclined to rejoice because he was getting rid of an annoying problem of discipline, the conviction was now growing that the College must build another dormitory. The maintenance of proper discipline in such a building might present perplexing difficulties but students must be conveniently housed at moderate rates if the College was to make any progress. Some thought it never would get out of the rut into which it had now sunk unless a new dormitory were provided. Professor Crampton evidently shared that view. At any rate, the College is indebted chiefly to him for the dormitory which now bears his name. He evidently began to seek the funds for a dormitory building soon after he was appointed financial agent, for in May of 1873 he was able to report to the trustees that \$15,000 had already been subscribed for such a structure. The committee, encouraged by such progress, resolved that it was highly important at once to select a suitable site for the proposed building and that the corner stone should be laid at the approaching commencement. At the annual meeting the trustees approved the plans of the building as submitted by Professor Crampton, and authorized the prudential committee to proceed with its construction, so far as to erect and enclose it.¹¹³ The scheme evidently was to borrow funds on the security furnished by the subscriptions already in hand but not immediately payable in cash. In the fall of 1874 the new dormitory was ready for occupancy.

At the end of the year 1875-1876, Dr. Sturtevant, after thirty-two years of notable service as president of the College, asked the trustees to relieve him of the duties of that office, expressing at the same time a willingness to continue his work as professor and to retain charge of the Sunday afternoon chapel exercises. The trustees granted his request on the terms proposed.¹¹⁴ Although he no longer felt equal to the heavy responsibilities of the management of the institution, Dr. Sturtevant, now at the age of seventy-one, was mentally as alert as ever. For nearly another decade he continued his duties as Professor of Mental and Moral Philosophy, at the same time contributing many articles to current magazines, writing two

¹¹³ Min., May 20; June 4, 1873.

¹¹⁴ *Ibid.*, May 31, 1876.



CRAMPTON HALL

books and delivering sermons and addresses in various parts of the country. His own life and that of the College were so closely interwoven that the institution became, in fact, an expression of his personality and character. Not only Illinois College but the whole Middle West had felt the influence of his intellectual and moral leadership. He had led the way to the



HANNAH FAYERWEATHER STURTEVANT

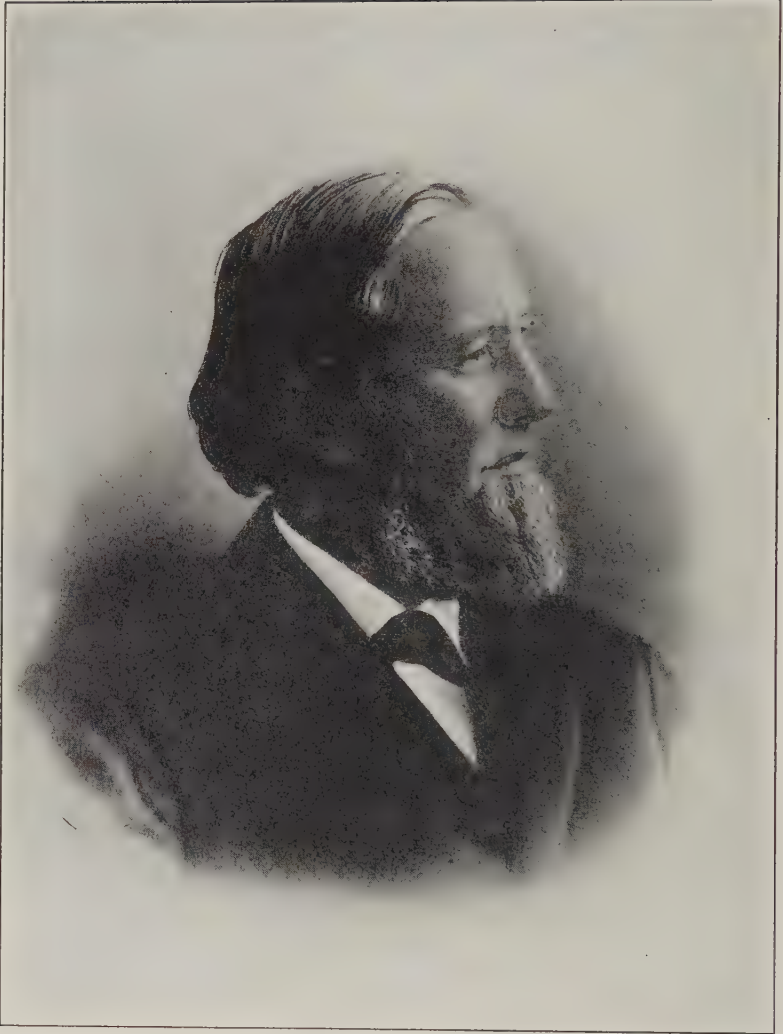
highest educational standards and instilled into the minds of his students and fellow workers in the field of scholarship a respect for truth and the courage to follow her wherever she might lead. His mind was rigorously logical as his heart was courageously brave. Between his home on the border of the campus and his classroom in the college hall went a footpath which he had beaten. Tradition says that, contrary to the usual

lines of such paths, it was straight as an arrow. So he travelled also mentally—straight and unswervingly to his conclusion. A somewhat austere man perhaps, he nevertheless had a real sense of humor and a kindly disposition which now and again lit up his serious countenance with a friendly and engaging smile. He was not exactly a popular teacher, but his students admired him and caught real inspiration in his classroom. An alumnus of the College, who often bitterly opposed his policies and who therefore is not a prejudiced witness, has left on record his estimate of Dr. Sturtevant as a college teacher in these carefully weighed words:

His influence upon the minds of his students was peculiarly stimulating. His own mind was remarkably active and his utterances were forceful alike in the class-room and in public. I think I never received instruction from any other teacher whose words and thoughts and manner were as incisive and quickening as his. I always felt that it was a real loss to be absent from a recitation which he conducted; and I know that such was the general feeling of the earnest students in the college. I remember today how his countenance kindled and his eye flashed approval when he saw that a pupil clearly understood and well expressed the more difficult points in the lesson, whether in language, mathematics or philosophy. It is not easy to overestimate the privilege of sitting at the feet of such an appreciative teacher. Even the dull or inattentive scholar feels the personal influence of such an instructor.

Dr. Sturtevant taught his students to think for themselves. Almost every professor tells his pupils, in words, to do their own thinking. But very few manifest real pleasure in freedom of thought on the part of their pupils when it reveals itself in the earnest questioning of their own expressed opinions. But it often seemed to me that Dr. Sturtevant enjoyed the respectful boldness of a student who dared to controvert his declared views, and gave plausible reasons for his dissent. I never noted a symptom of displeasure on his part, on such an occasion, unless the pupil indicated undue self-assertion or a lack of proper attention to the point in question.¹¹⁵

¹¹⁵ Patterson, R. W., *Advance*, Mar. 18, 1886.



ACTING-PRESIDENT CRAMPTON

CHAPTER X

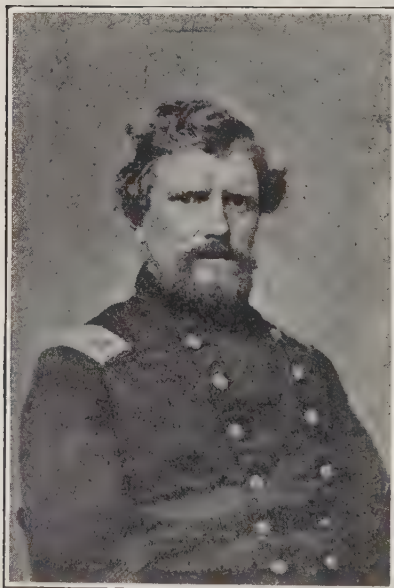
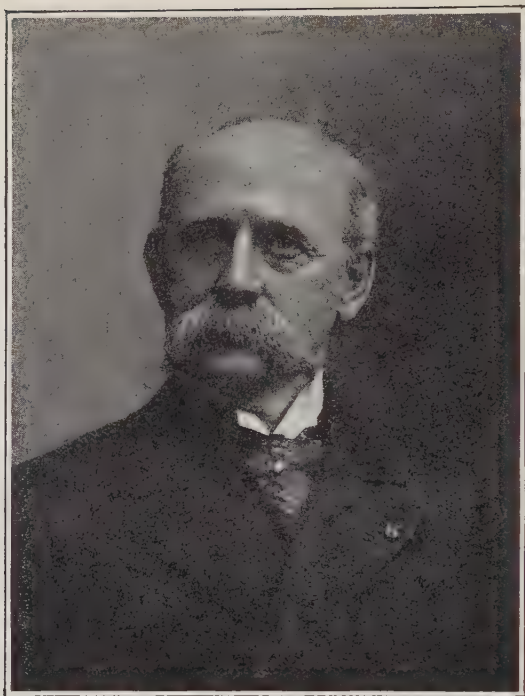
ACTING-PRESIDENT CRAMPTON

1876-1882

PROF. RUFUS C. CRAMPTON succeeded Dr. Sturtevant as president of the College in 1876, assuming the office, however, as acting-president.¹ Apparently Professor Crampton could have had the appointment as a permanent position, but he preferred to serve only until a more permanent selection could be made. It is not surprising that the trustees turned to him at this time for executive guidance. He had already assumed such heavy responsibilities in connection with the administration of the College, that the new appointment meant little more than a continuance of former duties with added responsibility and authority.

The commencement of 1879 was a memorable one because it marked the fiftieth anniversary of the founding of the College. The time had come when some people began to refer to the school as "Old Illinois." Careful and elaborate preparations were made by a committee of which Professor Tanner, '57, of the faculty was chairman. Many founders and friends of the early days, as well as alumni and former students returned for the celebration. Of the seven original members of the Yale Band five still survived, and three of them, Brooks, Grosvenor and Sturtevant were present, Jenney and Turner being too feeble in health to come. Former President Beecher, then residing in Brooklyn, was also on hand, as well as his brother, Thomas K. Beecher, '43, of Elmira, New York. Truman M. Post of the original faculty came from St. Louis and Newton Bateman, '43, then President of Knox College, was also present. So also were Charles E. Lippincott, '48, who had won the rank of Brevet Brigadier General in the Civil War, William Jayne, '47, who had served as Territorial Governor of Dakota, General Elisha B. Hamilton, who rarely missed a commencement, whether it was a special celebration or not, and many others of perhaps less fame but of substantial achievement in their vari-

¹ Min., May 31, 1876; June 7, 1877.



E. B. HAMILTON, '60,
C. E. LIPPINCOTT, '48, THOMAS K. BEECHER, '43

ous callings. Wednesday, June 4, the day preceding the commencement exercises, was set apart for the semi-centennial celebration. The exercises were held at two in the afternoon in the grove southeast of the present Sturtevant Hall, where on the following day the commencement exercises also took place. Newton Bateman presided and prayer was offered by Edward Beecher. After introductory remarks of an historical nature by Acting-President Crampton, Dr. Sturtevant spoke at length, and was followed by Thomas K. Beecher, whose address concluded the afternoon's program, a few songs by the audience being interspersed among the speeches.

Without doubt the most notable address of the occasion was delivered by Dr. Sturtevant. Who could be better qualified in ability and experience, than he, to voice on such an anniversary the spirit of the past and the hope for the future. If he could not interpret the meaning of the years that had gone and look forward into the years still to come, who could do it? He spoke as one having authority, and although we have no testimony of the impression which the address made at the time of its delivery, those who heard it must have listened with thoughtful attention.

Only an outline of his discourse can be given. He referred in his introduction to the fact that when he spoke at the twenty-fifth anniversary of the founding of the College, he certainly had no expectation of being present, much less of delivering the address at the fiftieth anniversary. After paying graceful and appropriate tributes to the founders and friends who had fallen from the ranks during that intervening quarter of a century, he proceeded to explain his conception of a college and its function in developing civilization. "No society can grow, nor long live, that has not thinkers, independent thinkers, seers, and that is not governed by them. Such men must carry their own credentials with them; they must wait for the endorsement of no hierarchy; they must be sustained by no authority, but the authority of truth and righteousness and God. The function of a college is to aid in raising up such men and qualifying them to perform their high office." His philosophy of education made him protest against the tendency of public schools, especially in the West, to give a smattering of knowledge in a great

variety of fields. In his opinion, "A person, young or old, is always better employed in learning a few things well, than in learning a little of many things and nothing well." He pointed out how the founders of Illinois College, true to their own convictions on education, religion and the perplexing political issues of the times, had tried to build not for temporary prosperity, but for the ages. The two greatest obstacles to the success of the College, he insisted, had been the slavery issue and theological controversies. The former trouble was now out of the way, but he almost despaired of a solution of the theological problem. The influence of sectarian narrowness in the field of higher education seemed an almost insurmountable obstacle destined, in his opinion, to cause difficulty for years to come. He frankly declared that he did not look with hope upon state universities, with their lack of positive religious influences, as a solution of the problem.

His statement of the condition of the College in 1879, especially in comparison with its condition twenty-five years earlier, deserves attention. The interest-bearing endowment was now about \$94,000 compared with \$24,000 in 1854; in 1879 there were three buildings which we now know as Beecher, Sturtevant and Crampton halls, compared with the one building which the disastrous fire had left standing at the earlier date; the annual income was now \$12,000 as compared with the earlier income of about \$5,000; the best paid professors were receiving \$1,800, as against \$750 twenty-five years ago. The hopes of the past, it is true, had not been fully realized but when the blighting effect of the Civil War was considered, not to speak of the disastrous influence of the financial panic of 1873, there had, indeed, been some progress. He outlined the needs of the future and, in challenging words, called upon all alumni and friends to rally to the support of the College. His final word was a renewed plea for the Christian college—on a voluntary, non-sectarian foundation:

All Christian people are interested in this object. To make it a mere matter of sect is absurd. With our present judgment of expediency we cannot construct our Board of Trust otherwise than we have. On this basis we must stand and secure cooperation as far and as fast as we can. We have no sectarian ends to accomplish. We never had. We meant

to build on this spot a college sacred to Christ and His Church Universal, sacred to religion, to humanity, to well regulated liberty, to *civilization*. We mean to make it a vital organ of a great, free, civilized, Christian people. We do not intend to dispense with Christianity, for we believe it to be one of the principal factors in that which we would construct. We avow that we mean to build on the foundation of apostles and prophets, Jesus the Christ Himself being the chief corner stone. We deny the possibility of providing for the necessities of a Christian community on any other basis. If any one thinks he can better provide for that great want of our state and our civilization which I have pointed out, by rejecting these foundations, and building on some other, do it—in the name of God do it—and build with all your might. But if you cannot, I pray you build here. We are no bigots. We acknowledge the greatness and difficulty of the subject and the limitation of our wisdom. Give us your wisdom, but while you offer that, do not withhold your active co-operation in a work so great and excellent.²

The theme of "Tom" Beecher's remarks was "Our Little Mother—The testimony of a son before her sons, a brother among his brethren." In substance, it was a plea for the small college, characterized by that wit and humor of which this particular Beecher, like his famous brother of Brooklyn, was a master.

In the evening followed an alumni banquet, or "collation" as it was called, held in the college chapel. Bateman again presided as toastmaster and the chief responses were made by Edward Beecher, Thomas K. Beecher, Truman M. Post, Dr. Sturtevant, C. B. Barton, '36, John T. Morton, '43, E. B. Hamilton, '60, Richmond Wolcott, '59, and T. Fletcher Dennis, who responded for the graduating class of that year.³ Tradition records that two responses that evening were especially noteworthy—that of Dr. Post for "the silvery flow of his eloquence" which "entranced his hearers," and that of Tom Beecher, who, as in the morning, again delighted his audience with his sallies of wit. General E. B. Hamilton of Quincy, then and for many years later always a popular speaker at reunions, is also mentioned for his "irrepressible wit and humor" which "continually elicited peals of laughter."

² *Rambler*, May and June, 1879.

³ Account of these exercises is found in *Rambler*, May and June, 1879, and *Daily Journal*, June 5, 1879.

The class of 1879 which was graduated the next day was one of the largest classes which had been graduated from the College up to that time. It is perhaps no disparagement to other classes also to remark that it was a class distinguished for more than average ability and for a spirit which, while it often must have created problems of discipline for the faculty, showed that its members had imagination and college loyalty. Honorary doctor of divinity degrees were conferred upon Thomas K. Beecher, '43, and Julian M. Sturtevant, Jr., '57. In the words of the *Rambler*: "The commencement was a very pleasant affair throughout, and one that will long be remembered by all who were present as one of the best old Illinois has ever witnessed."

One of the most interesting and important features of the rather brief administration of Professor Crampton is found in the development of "student life" in that period. The spirit of student activities underwent more or less change; new student customs were introduced and it is to this period that we can trace the beginnings of several existing traditions and sports. For example, prior to this period, intercollegiate competition of any kind was practically unknown but now began a very vigorous intercollegiate competition in oratory and students likewise began, in a somewhat feeble and irregular fashion, their intercollegiate contests in athletics. It was shortly before this administration that the Illinois Intercollegiate Oratorical Association originated, and that Illinois College students began to play baseball with the students of other colleges. The college Y.M.C.A., the *Rambler*, football, as well as intercollegiate oratory and baseball, trace their origin to this period in the history of the College. Some other activities like the bogus program also flourished, but fortunately that custom did not survive long enough to become an enduring tradition. The day when the church sociable, the junior exhibition and the rings and bars suspended from campus trees, furnished the chief diversions for the students was waning, and the boys now began to interest themselves in those activities which today absorb so much of their time and energy. Pranks of a crude and boisterous kind still survived but the surplus energy of youth began to find also other outlets.

Considering the existence of literary societies in most of the colleges and the keen interest which both college faculties and students took in public speaking, it seems strange, indeed, that some form of intercollegiate competition in oratory had not originated earlier. Probably the lack of easy and rapid transportation between the colleges helps to explain why intercollegiate oratory as well as other forms of intercollegiate relations did not develop at an earlier date. As a matter of fact, the Illinois Intercollegiate Oratorical Association began its existence a few years before Professor Crampton became acting-president of the College, for the first annual contest was held at Bloomington, Friday evening, Nov. 20, 1874.⁴ The representative of Illinois College on that occasion was Edward B. Clapp, '75, later the distinguished professor of Greek at Illinois College and the University of



EDWARD B. CLAPP

California. Although he did not win the prize, young Clapp delivered an able oration on a good subject: "A Scholar's Service and a Scholar's Crown." The prize was won by Thomas I. Coultas, a student from Illinois Wesleyan University, who spoke on "Culture, a Basis of Brotherhood." Besides Illinois College and Illinois Wesleyan, the other institutions represented in this initial contest were: Chicago University, Monmouth, Northwestern University, Knox, Shurtleff and the Illinois Industrial University (now the University of Illinois). It

⁴ Programs of the first four intercollegiate oratorical contests have been donated to the College by C. R. Morrison, '78.

is perhaps a sign of the warm interest taken in the new association by the students of Illinois College that the second annual contest was held in Jacksonville in October of 1875. Fred C. Turner, '76, with an oration on "Quebec and Geneva," was the Illinois representative in this contest.⁵



RICHARD YATES

It is not surprising that controversies of one kind and another occasionally interrupted the harmonious relations between the colleges of the Intercollegiate Association. Wrangling over decisions and criticisms of general arrangements every now and then furnished opportunities for warm, practical debates, that supplemented in an interesting and stimulating manner the formal oratorical contests. One of the early unfortunate difficulties arose in connection with the fifth annual contest held at McKendree College in the fall of 1878. The Illi-

nois College boys, disappointed over the failure of their representative, C. S. Sanders, '79, to win the prize and dissatisfied with their general treatment, came back from Lebanon resolved to withdraw from the Association, as Northwestern University had already done. However, then as ever, time cooled hot tempers and when the next year Richard Yates, '80, produced an unusually good oration on "The Evolution of Government" talk of withdrawing died out. The contest in the fall of that year was held in Champaign. A large delegation of fifty-nine students, including the college baseball team, made the

⁵ Probably this was the first intercollegiate contest in student activities ever held in Jacksonville.

trip. The whole party stopped at Havana on the way for a ball game with the "Havana Reds"; the score was 13 to 7 in favor of Havana, "the game being concluded at the end of the sixth inning for lack of time." In spite of the fact that it was nearly ten o'clock at night when the delegation arrived in Champaign, they were welcomed to a reception and attended a "sumptuous banquet." The retiring hour is not mentioned in the reports. The next day all were kept busy seeing the sights at the University, attending meetings of the Association and watching a baseball game between Illinois College and the Industrial University, which was unfortunately interrupted by a shower. In the oratorical contest that evening Richard Yates was declared the winner. We can imagine that not even a whisper about dropping out of the Association was heard on the campus when the boys returned from Champaign. Later in the school year, Yates represented his state in the interstate contest at Oberlin, Ohio, where his oration on "The Evolution of Government" won second place.⁶

It was decided at Oberlin that the interstate contest of the next year should be held in Jacksonville. Probably at no time in the history of Illinois College did interest in things oratorical mount so high. W. J. Bryan, '81, had already that spring been selected as the representative of Illinois College in the next intercollegiate contest and all expected that he, like Yates, would also win the prize and represent his alma mater and his state in the interstate competition. No wonder the *Rambler* indulged in an exultant editorial:

Illinois College has just and sufficient reason to be proud of her success in the state and inter-state oratorical associations! A first prize and an inter-state delegate in the former, and in the latter a second prize, the vice-presidency and the contest for next year. And yet, a year ago, it was by a very small majority that we decided to remain in the association at all. Our orator for next year has been found in the person of W. J. Bryan, and we have good reason to hope that we may be equally successful then. . . . Let Jacksonville and Illinois College be not found wanting.⁷

The intercollegiate contest of 1880 was to be held in Gales-

⁶ *Rambler*, Oct., 1878; Oct., 1879; May, 1880.

⁷ *Ibid.*, May, 1880.

burg, and, as in the previous year at Champaign, arrangements were made to combine baseball with oratory. Games between Knox, Illinois College and the Illinois Industrial University were to be a part of the regular program. A delegation of 35 students made the trip, going by hacks to Chapin and then north on the Burlington. Unfortunately, the expectations of the Illinois College boys were not realized, for the first prize in the oratorical contest went to James S. E. Erskine of Monmouth for his oration on "The People in History." Mr. Bryan won second place with an oration on the subject of "Justice." It is worth while noting, however, that two judges gave young Bryan first place and that if the third judge had not marked him fifth, he would have won the prize. The comments of some of the papers were probably a solace to the Illinois boys, and are of added interest because of the later achievements of young Bryan in the field of oratory and politics. *The Galesburg Plain Dealer* had the following comment: "There was something magnetic in the way in which W. J. Bryan, of Illinois College, stalked out to discuss 'Justice.' His full voice, his clear articulation, good and not affected modulation, his natural style of gesturing, and delivery made him from the first a favorite with the audience. . . . While at times declamatory, on the whole he delivered his oration finely. The thought was good and easily understood. The exhortation, as in other orations, was conducive to piety. He received the second prize and was fairly entitled to it." *Volante*, the Chicago University paper, remarked: ". . . Mr. W. J. Bryan of Illinois College spoke next on 'Justice.' . . . The audience testified their appreciation of the brilliant effort in a great burst of applause." *The Illini* was outspoken in the conviction that Mr. Bryan should have been awarded the first prize: "According to the marking of these (the judges), James S. E. Erskine of Monmouth, was given the first prize, and W. J. Bryan of Illinois, the second. In the writer's opinion, the orator who was given the second should have had the first." *The Monmouth Courier* was naturally more conservative in its estimate of Mr. Bryan: "He has a good voice and displayed considerable energy, but not sufficient earnestness."⁸ Although Bryan had not won the first prize, .

⁸ *Rambler*, Nov., 1880.

there apparently was little feeling about the matter on the Illinois campus; at any rate, orators and committees were too much occupied getting ready for the interstate contest to spend much time in regrets.

In the ball games at Galesburg, Illinois was beaten by Knox, 5 to 1 and Knox by the Illinois Industrial University 14 to 8.

The interstate oratorical contest held in Jacksonville in the spring of 1881 was undoubtedly the outstanding event in student activities in the administration of President Crampton and one of the greatest events in the history of student activities at Illinois College. The students, with the coöperation of faculty and townspeople, made elaborate preparations for the occasion. No athletic meet of later years could have aroused more interest and enthusiasm, and this, in spite of the fact that Illinois College was not to be represented in the contest. The affair was felt to be a great honor to the College and the city, for it must be remembered that this was the first student intercollegiate contest of any kind for which competitors were coming from various states. Again, plans were laid for a baseball tournament in connection with the contest, Knox, Monmouth, Illinois Industrial University and Illinois College, all agreeing to enter the tournament. Furthermore, a literary contest, including competition in essays, declamation and debate, was arranged between the Phi Alpha Society of Illinois and the Adelphi Society of Knox. So it promised to be a literary, athletic and oratorical festival of large proportions. Six states were represented in the oratorical competition: Minnesota, by Owen Morris of Carleton College; Iowa, by Miss Minnie Bronson of Upper Iowa University; Wisconsin, by R. D. Salisbury of Beloit, the distinguished geologist of a later day; Illinois, by J. S. E. Erskine of Monmouth; Indiana, by Charles F. Coffin of Asbury University, now DePauw; and Ohio, by R. D. Lindsay of Oberlin. The oratorical contest itself was to be held on Wednesday evening, May 4, but there were "preliminaries" scheduled for Tuesday evening and the inter-society contest was to be held on Thursday night. Delegates began arriving on Monday, and by Tuesday, they were coming in "crowds." The Industrial University sent a delegation of over 60; Monmouth sent 85 and Knox, 35. It is worth while noting that among the

visitors was a young girl from Rockford College destined later to achieve high fame—Jane Addams, who came apparently to request the admission of her college into the association.⁹ Tuesday evening, a reception was given at the Illinois Female College, which was pronounced a “grand success,” and later in the evening a banquet was held at Armory Hall, at which three hundred guests enjoyed the menu and the after-dinner speeches, Professor Tanner presiding as toastmaster. Even a dance was on the program for that eventful Tuesday night, but it does not appear from the account that any of the distinguished faculty members attended this function, which is said to have lasted until “the first gray streaks of dawn.” Those were the days when orators attracted more attention than athletes. “Jacksonville has not seen so many handsome young ladies and gallant young men in one assemblage for a long time,” comments the *Rambler* on the Tuesday night reception. “The orators, of course, attracted special attention.” “Miss Bronson, the female orator, was surrounded by a crowd of admirers the entire evening; while those young gentlemen who were not so fortunate as to receive an introduction contented themselves with casting sly glances at a distance.” The baseball tournament, the next day, was unfortunately, or perhaps fortunately, halted by rain after Illinois College had vanquished the boys from Champaign by a score of 14 to 13.

The oratorical contest took place that evening in the opera house, and brought out, in spite of the rain, “such an audience . . . as even the ‘Athens of the West’ itself has seldom, if ever, seen.” Mr. Coffin of Asbury University won the first prize for his oration on “The Philosophy of Skepticism,” while second honors went to Mr. Morris of Minnesota for his oration on “Progress, its Sources and Laws.” Thursday, in spite of the hopes, if not the prayers, of the baseball enthusiasts, it continued to rain, but the weeping heavens could not stop the debate and literary contests which occurred that evening between the societies of Knox and Illinois in the auditorium of the School for the Deaf. Although Phi Alpha won the debate,

⁹ Miss Addams must be mistaken in some of her recollections as noted in *Twenty Years at Hull House*, 55. Certainly neither she nor Mr. Bryan participated in this contest.

Adelphi of Knox won the competitions in essay, declamation and oratory, and, therefore, was declared the winner of the contest as a whole. This is probably the first occasion of an intercollegiate debate on the campus of Illinois College. The *Rambler* made its contribution to the occasion by publishing a special Interstate Edition of 1,200 copies.¹⁰ One wonders whether it would be possible in these later days, when athletics have become the main interest of our American undergraduates, to arouse such interest in oratory in any college or university of the land.

Baseball seems to have been the first athletic sport which started among the students in any organized form. The sport must have been in existence prior to President Crampton's administration, but the absence of any paper like the *Rambler* makes it difficult to trace the beginnings of organized baseball at the College. The person who, according to tradition, introduced the sport into Jacksonville was "Line" Chandler of Chandlerville, who had been a student in some eastern school or college and who in 1865-1866, apparently after his return from the East, was enrolled as "Linus Child Chandler" at Illinois College. It is more than probable that young Chandler, full of enthusiasm for the new game which he had learned in the East, introduced it among his fellow students as he did among the young men of the town. "Old timers" in baseball speak of two local town clubs or nines as existing in the late sixties—the "Hardins" and the "Hercules," and apparently the Hercules were a younger group including some college students.¹¹ But so far as the College was concerned, the sport must have been more or less sporadic and it was not until the middle or late seventies that we hear of a regularly organized team on the campus. One reads for example in the *Rambler* of February, 1878: "The Captain of the ball club summons his nine to the gymnasium." The captain mentioned in this instance must have been T. P. Antle, '79, of Petersburg who was to achieve

¹⁰ *Rambler*, May 7, 1881.

¹¹ G. M. McConnel to author, Indianapolis, Ind., July 27, 1923; Address by H. H. Bancroft on History of Baseball. The first regular nine was organized at Princeton apparently as early as 1858 and Harvard and Yale played their first series in 1868.

considerable fame in the next few years as a pitcher on the college nine and who certainly ranks high among the pioneers of baseball at Illinois College.

In these early years of the sport, both organized and unorganized, it was played as much or more in the fall months than in the spring, football not yet having established itself as the fall sport. The diamond on which the games were played was located east of the dormitory.¹² As far as tradition and records show, the first intercollegiate game of baseball, and perhaps the first intercollegiate athletic game of any kind, was played with Shurtleff College in October, 1878. When the students had returned to college that fall, increased interest was shown in baseball; Captain Antle's nine of the preceding spring had evidently achieved considerable skill and the boys were anxious to try a few games with other colleges. So arrangements were made that fall for a trip to Alton to play Shurtleff College. We must let the students tell their own story of this trip and game:

At six o'clock on the morning of the 26th ult., a jolly band of students, numbering 27, left Jacksonville, in the rain, for the city of Alton, which is situated on the banks of the Mississippi, about 66 miles from the former place. Singing and speaking were indulged in to the fullest extent of the law upon the way, but finally, at the hour of ten, their destination was reached. Owing to the rainy weather the Shurtleff College boys had abandoned all hope of our coming, and therefore, there was no one to meet us. After loafing about for half an hour or more, about two-thirds of the company started for Shurtleff College right through the mud and rain. After walking three German miles the college was found and, half an hour afterwards the remainder of the troupe arrived by means of a street car. After refreshments had been provided for and partaken of by the entire party, the baseball field was sought out (after much labor) and a game commenced. At the end of the first inning the game was called on account of the rain, with a score of 1 to 1. After passing a portion of the afternoon at the College, we all availed ourselves of the street car and after riding an hour and a half, arrived at Alton a little in advance of train time. We left Alton at 6.30 o'clock and, after a glorious old ride, reached home at 10, and, on going to the club house, found supper waiting for us. The

¹² W. B. Shaw, '80, to author, Hot Springs, Ark., July 30, 1923.

Shurtleff College boys have our heartfelt thanks for the many courtesies shown us as does also our matron for her kindness in preparing supper for us.¹³

What baseball meant on the campus that fall is perhaps best indicated by another item from the *Rambler*:

The baseball season is fast passing away, if not already passed. All classes have taken a great interest in the game this fall, and many matches have been played. Last week the classical and scientific Juniors contended in a game which resulted in favor of the scientifics by a score of 5 to 10. In the afternoon of the same day the classical and scientific Freshmen joined in a game, and, after struggling hard for an hour, the game was called on account of darkness. The score stood 4 to 4. Next came the Freshmen and the Business College, resulting in the defeat of the Freshies by a score of 24 to 22. Last of all came the classes of Satan, viz; the Seniors and Juniors. This match was brought to an end before half an inning had been played, on account of the disabling of the Junior catcher, and the Seniors were victorious in a score of 9 to 0. The only thing we need now in the line of baseball is to have our grounds put in better shape, and this should be done before we allow any nine from sister colleges to make us a visit.¹⁴

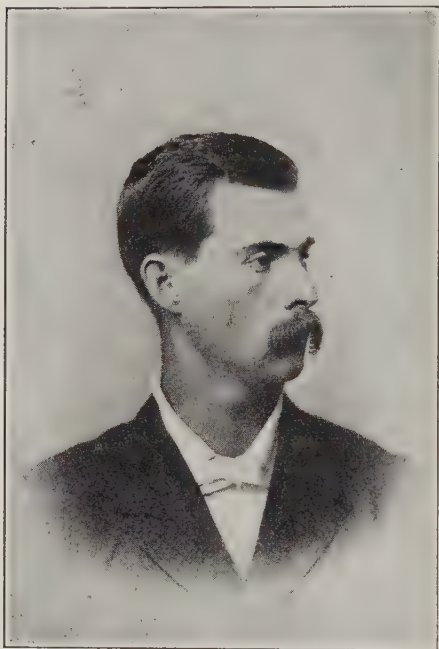
Even before spring arrived that year, interest in baseball revived. White and blue uniforms had already been provided for the players in February, and the *Rambler* assured its readers that "the first smile of spring will find them upon the diamond in earnest practice."¹⁵ There was much talk of a long trip to play all of the important colleges of the state, and to allay the criticism and hostility of the faculty, these guardians of the intellectual life were assured that students who "keep the body in the best working order are able to do the largest amount of mental work in the least time." Nor did they forget to call the attention of the college authorities to the advertising value of such a trip. However, these ambitious plans for a trip to vanquish all the other important college baseball teams of Illinois were not realized. The names of the players on this ambitious nine deserve to be recorded: Joseph E. Ware, '80, was the catcher; Thomas P. Antle, '79, pitcher; Walter G. Fisher, '81, short stop; Amos W. Small, '82, first base; George R. Walker, instructor on the faculty, second base and captain;

¹³ *Rambler*, Nov., 1878.

¹⁴ *Ibid.*

¹⁵ *Ibid.*, Feb., 1879.

Charles S. Sanders, '79, third base; Edward F. Kaime, '80, left field; William B. Brown, '81, center field; Elmer W. Butler, '80, right field; and Edward H. Crampton, '81, substitute pitcher. Several local clubs, like the "Athletics" at the School for the Deaf and a "Picked Jacksonville nine," were duly defeated and although the intercollegiate trip was never taken,



THOMAS P. ANTLE

One of the famous ball players of the early days.

the team that spring journeyed to Petersburg and Havana winning at the former place, but suffering defeat at the latter.¹⁶

With such success in the spring, the boys looked forward to the fall with confidence, but with the loss by graduation of some of the good players in the class of '79, continued success was not so easy. A nine from Knox came to the campus in October, 1879, and defeated Illinois 20 to 13. This was probably the first intercollegiate game played on the campus. The result was evidently a great disappointment. It was said: ". . . that the game was given away by our boys

by costly errors in the first four innings." It was evident that the boys from Knox had a good time. They were entertained in private homes in the town, and in the evening they visited the literary societies. This was also the time when the college ball team made that wonderful trip to Champaign in connection with the intercollegiate contest in oratory.

It is evident that baseball and oratory greatly promoted intercollegiate relations in this period. Almost always, there

¹⁶ *Rambler*, Apr.; May and June; Oct., 1879.

seems to have been a baseball tournament arranged in connection with the oratorical contest. The Illinois College boys were rather active in urging the formation of a regular intercollegiate association for the playing of baseball, but this suggestion did not bear fruit for some time. As already noted in the case of instructor Walker or "Tut" Walker, as he was called by the boys, faculty members as well as students played on the teams. Still later in the history of baseball, well-known faculty members like professors Johnston and Parr kept up the tradition of faculty participation in the ball games. The rules about student participation were also very lax. Objection apparently was made only when persons played who were neither students nor professors. But it did not require much of a "connection" to qualify as a student. The following comment in the *Rambler* on the games played at Galesburg in connection with the oratorical contest of 1880 is illuminating:

Captains Pinckney and Johnston agreed before the game that no one should be played on either nine who was not either a student or a teacher in the institution represented by his club. On this ground an objection was entered against Knox playing Harvey, but he claimed to be taking a special course in chemistry and confirmed his statement by *Gas-ing* the umpire all through the game.¹⁷

During the remainder of the administration of President Crampton, although baseball continued to be played by the students, the interest languished more or less. There was, as yet, no very permanent organization.

The faint beginnings of football may also be traced back to these years, if the kicking of something called a football about the campus may be cited as the beginning of that sport. Certainly there was little or no organized playing of football during these years. "As all could not play baseball, it would be well," urged the *Rambler* in the fall of 1878, "to provide a football, as this is an active, good old game, which should not be suffered to fall into neglect."¹⁸ In the fall of 1880, a new football "appeared on the campus" according to the *Rambler*,

¹⁷ *Rambler*, Nov., 1880.

¹⁸ *Ibid.*, Oct., 1878. The *Princeton Alumni Weekly* of Nov. 12, 1924, claims that "the first intercollegiate football match ever contested" was the Princeton-Rutgers game of Nov. 6, 1869.

and "so bruised shins, broken toes, sprained ankles and over-exertion in general are the attendant evils."¹⁹ One wonders whether the football, evidently provided in 1878, lasted that long. In the fall of 1881, there must have been some further development for we read: "The boys purchased a football last week at a cost of six dollars. Court plaster and arnica will be in demand now. . . . The most interesting game of football of the season occurred last Wednesday evening. Several of the boys allowed their angry passions to rise and the game was characterized by no little commotion and dispute. . . ." ²⁰ There evidently was more or less playing at something resembling football that fall for we read further: "Football is all the rage now. The freshman class played the high school last Saturday and suffered a glorious defeat." And again: "Now that the collegiates and academics have manifested enough life to get a football, we would caution them against too much exertion."²¹

The "embryonic" nature of football as played at Illinois College in the late seventies and early eighties is further evident from the reminiscences of William B. Shaw, '80, who writes:

Regarding football, there was little, if any, real work done. I remember, however, there was some play along this line—usually between the boys who roomed at the Dormitory, and those who roomed or lived down in the city. This game as played was as follows: Two leaders were chosen from the two sides. They would stand half way between the two bases, and that leader who had been successful in the tossing of a penny would have the first kick—then the struggle was on—the object being to kick the ball to the opposite base. There were, as a matter of course, bruised heads, scratched faces, and barked shins—but no one became angry as it was all a part of the game.

Another use of the football was the struggle between the students of the Dormitory and those of the city. The ball would be placed at a certain known place not far from Sturtevant Hall and with the closing of the last recitation of the afternoon the fellows would assemble and at a given signal all hands would rush for the ball. The desired object, on the part of the down-town fellows, was to kick and run with the ball down College Avenue, or College Street and retain the ball over night; while the object of the students of the Dormitory was to keep

¹⁹ *Rambler*, Nov., 1880.

²⁰ *Ibid.*, Dec., 1881.

²¹ *Ibid.*, Dec. 10, 1881.

the ball on the campus. This form of the play was both rough and violent—resulting in torn shirts—loss of suspender buttons, as well as bloody noses and more or less bruised bodies.²²

Whether this kind of romping can be called football, is perhaps very doubtful. That student interest in sports and physical exercise was increasing is also indicated by the provision made for a sort of gymnasium in the basement of the dormitory. The students, aided by faculty and friends, purchased some parallel bars, dumb-bells, a trapeze, mattress, etc., from the "Turners," a local German association, and installed this equipment in a basement room of Crampton Hall.²³ In good weather, this apparatus seems to have been brought out into the open air.

Much is heard of the "Phosphates" during these years, this being the name by which the student boarding club was known. It seems to have been a kind of coöperative boarding club, conducted on a plan very similar to the organization of the present club.²⁴ In 1878, the "Phosphates" were getting board at the rate of \$2.52 per week; rooms in the dormitory were renting for \$28 per year, or about 78 cents per week. Room and board could thus be obtained on the campus for the moderate rate of about \$3.30 per week.

The "Clancy Calf" episode was one of the outstanding events of these years, although, unlike Professor Nutting's horse, the calf has not become "fixed" in the traditions of the College. It was an amusing incident that threatened for a time to have serious consequences. It seems that one day a group of a dozen or more students were on their daily pilgrimage to the post office and, as they were passing the Female Academy, they broke out, as on many a former occasion, into song. About the same time, one "Mike" Clancy came along driving a team with a wagon containing a calf—the said calf being tied with a rope. Its bleating at once attracted the attention of the boys who began calling to the driver "to give the calf more rope," and offering such other advice as suited the occasion. The result was that the team ran away. "The route of the team," says a con-

²² W. B. Shaw to author, Hot Springs, Ark., July 30, 1923.

²³ C. R. Morrison to author, Savoy, Ill., Dec. 16, 1922.

²⁴ E.g., *Rambler*, Feb., 1879.

A BOGUS PROGRAM (1865)

"Hold your own"—girl by the hand. Charley has managed to hold his own during the past four years. Please notice the passage, "me thinks I can cut the Gord(ion Knot," and I guess I'll Kidd her a little while longer. Further in-

forth. Judy, the young and talented divine will now issue from his cage. He will "spout" fluently concerning the "age" of "oratory" just past (for him) as he has never succeeded in carrying off a prize, although he has been "shoved" into every class. Morrison calls being taken into the church) he has devoted himself exclusively to a preachers' daughter in the east end who deals in "ladders." Please notice the struggling hours of his "monastery," as all but the few hours remaining have been pulled out by the

ANOTHER BOGUS PROGRAM (1881)

temporary account, "lay down Church Street, through the fence and into the yard of Mr. Gates Strawn, where the gods, appeased by the sacrifice of a wagon wheel and a rod of fence, checked their rapid flight." The calf apparently survived. Clancy very shortly thereafter journeyed to the campus, seeking damages, suggesting generously in lieu of a lawsuit, a compromise settlement for \$18. Unfortunately while on this mission of peace or compromise to the enemies' country, he took a seat on the dormitory steps, where, very unexpectedly to himself, he received a bucket of water into his lap. Contrary to its usual cooling effect, the water, so contemporary accounts say, raised his temperature so that his demands for damages at once mounted several hundred per cent. A lawsuit soon followed, in which the boys were represented by James M. Epler, '58, a well-known local lawyer, and Mr. Clancy, also by another alumnus, Joseph B. Connell, '76. The case was eventually compromised, and since Mr. Epler refused to accept a fee, the boys presented him with a gold-headed cane "appropriately inscribed."²⁵

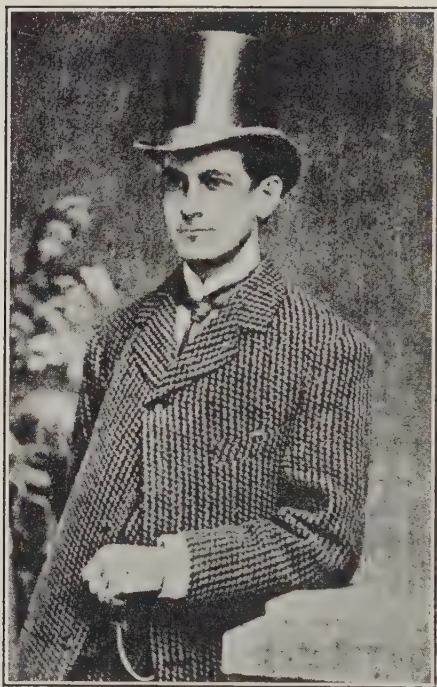
An earlier custom which flourished during these years, but fortunately for the reputation of the College and its student body has not survived, was the "Bogus Program." This was a "fake" program often issued and surreptitiously distributed at such exercises as a junior exhibition or commencement. It was supposed to contain jokes on student and faculty participants on the regular program, but it can be imagined how easily these jokes degenerated into crude and scurrilous personalities that were a disgrace to the authors and the College. Such a bogus program was distributed even in connection with the fiftieth anniversary commencement of 1879. Eight years earlier the faculty had conferred with the local police as to ways and means of preventing the circulation of the scurrilous sheets.²⁶ With the dawn of a better day in student taste and loyalty, the custom died out.

The members of the different classes continued, as in earlier years, to wear special class insignia. For example, in 1878, the

²⁵ *Rambler*, May and June, 1878; Letters from C. S. Pond, '81, Feb. 19, 1923, and C. R. Morrison, '78, Dec. 16, 1922.

²⁶ Faculty Min., May 29, 1871.

seniors wore silk hats and carried "slender canes"; the juniors wore white plugs with black bands; the sophomores carried English Hawthorne canes; and the freshmen wore grey colored "Boston Dip" hats (whatever they may have been), with the class numerals.²⁷ Modifications of these class insignia occurred



WILLIAM J. BRYAN IN HIS JUNIOR HAT

from time to time, but the custom persisted for many years at Illinois College as at most other colleges.

The College Young Men's Christian Association is another student activity which began its existence in Illinois College during the period of President Crampton. The general Y.M.C.A. organization had already established branches in many of the colleges of the state and from time to time the question of establishing a branch in Illinois College had been agitated by the students. The *Rambler* began agitating the question in 1880, calling attention to the fact that

associations already existed in over one hundred colleges of the country, including most of the colleges of Illinois. "Illinois College is the last in the state. How long will she thus continue?" asked the *Rambler*. The next year a general secretary visited the campus and urged the students to get into line with the other colleges of the state by organizing an association. A city Y.M.C.A. was already in existence and its officers gave advice and friendly encouragement to the students. It was, finally, on Feb. 11, 1882, that a group of students met in the city Y.M.C.A. rooms and organized the College Association.

²⁷ *Rambler*, Jan., 1878.

The following were the first officers of the Illinois College Y.M.C.A.: C. H. Wells, '83, President; Arthur W. Rider, '84, Vice President; Bedford Brown, '84, Recording Secretary; W. D. Goodspeed, '84, Corresponding Secretary; and A. T. Capps, '85, Treasurer. The Association started with sixteen active members.²⁸ One of the most active leaders of the group was young Rider, who has since become one of the most prominent national leaders in the missionary work of the Baptist denomination.

One often hears it said that "in the good old days" students were more devoutly religious than in these degenerate times. Perhaps they were, but youth was youth in those days as well as now, and the faculty did not always find a ready response to their call to prayer. The following item in an early *Rambler* throws a ray of light on the method of observing the Day of Prayer for colleges in the times of President Crampton: "The day of prayer for colleges passed quietly as usual, only the afternoon being consecrated to devotional exercises. The ice was too weak for skating and divine service was celebrated in the chapel. Dr. Sturtevant delivered an impressive discourse and a prayer meeting was held by instructors and students. The remaining time was generally devoted to snowballing and the windows suffered. The day was spent profitably and pleasantly, all seeming impressed with the solemnity and importance of the occasion, and many wishing that it could occur twice a week regularly."²⁹

The first number of the *College Rambler* appeared in January, 1878. It seems that a few years earlier a paper called *The Athenian* had been published by Henry P. Day, '74, but it did not survive beyond a few issues.³⁰ The publication of student papers in some of the other colleges of the state probably helped to stimulate interest in a similar enterprise among the students of Illinois; at any rate, before the *Rambler* came into existence, *The Illini* had been started at the Industrial University, the *Students' Journal* at Wesleyan and *The College Courier* at Monmouth. When Harold Johnston, John F.

²⁸ *Rambler*, Dec., 1880; Dec. 10, 1881; Feb. 18, 1882.

²⁹ *Ibid.*, Mar., 1878.

³⁰ C. R. Morrison to author, Savoy, Ill., July 18, 1923.

Downing and Charles R. Morrison accompanied E. B. Palmer, the college orator, to the intercollegiate contest in Monmouth in the fall of 1877, they noticed with special interest and perhaps some envy, the paper which the Monmouth students were publishing and they returned to their own campus, resolved to start a paper at Illinois. Morrison was especially active in urging that the experiment be tried at Illinois College. It was he



THE FIRST RAMBLER BOARD
Morse, Downing, Palmer, Morrison, Johnston

who, at a meeting of the Illinois College Association held on Nov. 6, 1877, moved that the president of the Association appoint a committee of five, including the president, "to consider the advisability and practicability of publishing such a paper." The president, E. B. Palmer, '78, appointed as his associates on this committee, J. M. Downing, '79, H. W. Johnston, '79, C. L. Morse, '78, and C. R. Morrison, '78, and at an adjourned meeting of the Association held two days later the committee brought in a report recommending the establishment of a paper. The report was accepted with the exception of that portion which related to the name of the proposed publication. "Tatler," "Spectator" and "Rambler" were among the names

suggested, the original recommendation being in favor of "Spectator." At another meeting a week later, it was resolved, however, to call the paper the "College Rambler." The first board of editors consisted of E. B. Palmer, '78, who had charge of the Editorial Department and was, therefore, probably the editor-in-chief; J. F. Downing, '79, who edited the department called "Contributed Articles"; C. R. Morrison, '78, who edited the Correspondence Department; C. L. Morse, '78, who sat in the "Rambler's Easy Chair," which seems to have been the "Exchange" Department; and H. W. Johnston, '79, who handled the department called "Locals." The early *Rambler* was a very creditable publication. It was attractive in form and appearance and some real ability was represented among the young men who constituted the first editorial boards. "We appear upon the arena of college journalism without experience and hope to win our way to success by faithful and persistent effort," modestly announced the editors in their "Salutatory," and it must be admitted that they carried out their promise fairly well. The paper in its original numbers was a conservative sheet with a rather large proportion of reprinted orations and essays, and contributions from professors, pastors and others. However, young Johnston in his "Locals" and "Ramblings on the Campus" managed to add enough spice to make the publication palatable to the average student readers. In time the serious literary articles, or, as the *Rambler* itself called them, "heavy unreadable matter," gave way to news and "lighter literature" that interested the students and occasionally must also have created strong personal interest among the faculty. The original *Rambler* was a monthly publication, but in the spring of 1881 it began to be issued semi-monthly. It is interesting to observe that the names of the editors were at first published as two each from Sigma Pi and Phi Alpha, with one representing the College. Evidently literary society interests must then, as nearly always in the history of student enterprises, be carefully safeguarded and adequately and *equally* represented.⁸¹

As originally published, the *Rambler* was an organ of the

⁸¹ In addition to early volumes of the *Rambler* itself, the author is indebted for information also to C. R. Morrison, '78, and J. F. Downing, '79.

student association, which, apparently, had also assumed the financial responsibility for the publication. In spite of the fact that the paper was able to turn over a balance of about \$30 to the student association at the end of the first year, that organization, evidently discouraged over the financial prospects of the next year, refused to continue the publication. "This number ends Volume I of the *Rambler*, and in all likelihood the existence of the paper," the editors were compelled to announce in the December issue of 1881. "It is hard to say it, but there is little or no hope; the infant must die. After one short year, the child of many sighs and groans, hopes and fears, must pass away and be forgotten. The only consolation in this hour of anguish to the grief stricken parents is that the good die young."³² However, like many another sick baby, the *Rambler* "disappointed the doctors." It is good testimony to the energy and determination of the leaders among the students of that day, that they would not sit by and see the new college paper die, without making a very serious effort to keep it alive. Young Yates, '80, seems in this emergency to have been especially active in urging that the enterprise be continued. On his invitation a meeting of the interested students was held at his home and it was then decided, after thorough discussion, to try a new scheme for financing the enterprise. A stock company was to be formed, with twenty shares of a value of \$5 each. These shares were to be offered to the students at auction and sold to the highest bidders. The plan worked even better than its authors expected. Shares soon went to a premium, one enthusiastic student, G. L. Crocker, '80, paying a premium of \$16 for the last share. Sixty-seven dollars was realized above the par value of the stock. "The wheels of the *Rambler's* life once more began to move." The new editorial board of the reorganized "College Rambler Joint Stock Company" were J. F. Downing, '79, editor-in-chief; H. W. Johnston, '79, A. E. Senteny, '80, and J. P. Drennan, '81, associate editors; and J. M. Downing, '79, financial manager. Only one issue was missed, the first number under the new management appearing in February, 1879. The literary society memberships were no longer published after the names of the editors, but an investigation shows that the

³² *Rambler*, Dec., 1878.

society balance was still religiously maintained among the four editors.³³ The publication of the *Rambler* has continued without serious interruption from that day to this.

On Saturday evening, Nov. 15, 1879, the family and neighbors of Dr. Sturtevant gathered at his home for a quiet celebration of the fiftieth anniversary of his arrival in Jacksonville. His daughter, Miss Elizabeth, read a poem telling in appropriate words:

—the story
Of fifty years ago;
A story of hope and devotion,
That shed the heat and glow
Of morning and of springtime
Across the melting snow,
And made a *home* on the prairie,
Fifty years ago.

Mason Grosvenor, fellow student of Dr. Sturtevant at Yale, who conceived the idea of the "Illinois Band" and was now on the faculty of the College, added his reminiscences to the occasion.³⁴

Some of the changes which occurred in the membership of the board of trustees in this period deserve perhaps to be mentioned. Frederick Collins, who had retired from the board in 1877 on account of ill health, died at his home in Quincy the following year. Mr. Collins had been a member of the board for nearly half a century and he belonged, of course, to a family which had shown a warm interest in the College from the very inception of the movement which led to its founding. The William Collins who put his name down for \$300 in "cash and materials" on the original subscription paper which Mr. Ellis passed around was the father of Frederick. Nor will it be forgotten that it was the latter's brother Anson, who left the legacy of \$10,000 which became the foundation of the present Collins Professorship of Greek and Latin.³⁵ In the death of

³³ A brief summary of the history of the first four volumes of the *Rambler* is found in the issue of Feb. 18, 1882.

³⁴ *Rambler*, Nov., 1879.

³⁵ For sketch of the Collins family, see *Rambler*, Apr., 1878, and Art. on The Collins Family and Connections, by Ensley Moore, in *Journal of Illinois State Historical Society*, XII, 58.

Judge Henry E. Dummer in 1879 the College lost another trustee who, while belonging to a younger generation than Mr. Collins, had also given long and valuable service to the institution. Among the men elected to the board in this period should be mentioned Harvey W. Milligan, W. H. Collins, a nephew of Frederick, Marshall P. Ayers and William C. Goudy.

Professor Crampton continued to work energetically at the difficult task of increasing the endowment of the College, trip after trip being made to the East and various parts of the West. His efforts were rewarded by a donation of \$20,000 from Mrs. Valeria G. Stone of Malden, Massachusetts, a gift made in the latter part of 1880, but not officially reported to the trustees until the time of their annual meeting in June of the following year.³⁶ However, this Stone donation was not an outright gift, but was conditioned upon the raising of an additional \$30,000 by the College. The money had been placed in the custody of a trust company in Boston, where, meanwhile, it was drawing 3 per cent interest for the benefit of the College. When Professor Crampton reported this donation to the trustees, he was able at the same time to announce a few thousand dollars in smaller gifts, including a note of \$1,000 from a student of the senior class—F. W. Stewart of Forrest, Illinois.

The burden of teaching and of administrative responsibility bore with increasing weight upon the shoulders of Professor Crampton. The Stone donation had set another definite goal before the authorities of the College, but \$30,000 was not easily to be found, and the health of the acting-president seemed to weaken under the load which he was carrying. In the fall of 1881 his health became so much impaired that the trustees felt obliged to appoint Professor Tanner to take up his work as financial agent.³⁷ Early the following spring when the trustees appointed Professor Edward Allan Tanner to the presidency of the College, it was understood that he would not assume the office until the end of that academic year.³⁸ Mr. Crampton continued to serve as the Hitchcock Professor of Mathematics and Astronomy until 1888. His death in that year

³⁶ *Rambler*, Jan., 1881; *Min.*, June 1, 1881.

³⁷ *Min.*, Prudential Committee, Nov. 2, 1881.

³⁸ *Min.*, Mar. 6, 1882.

removed from the college family one who had given long, valuable and heroic service to the institution. Although of strong physique and originally of robust health, he had worn himself out in his labors for the College. Coming to Jacksonville almost immediately after graduation from Yale, he had been a member of the faculty for some thirty-five years. When he left Yale, he had taken with him a letter of strong recommendation from President Woolsey, and his career at Illinois College certainly justified the confidence of the president of his alma mater. Professor Crampton was not a man who easily won the affection of his students; he was perhaps too strenuous a taskmaster for that, but he always commanded their respect, and no member of the faculty had more enthusiasm for the work of his department, or did more to maintain high scholastic standards and promote the general welfare of the College. What he accomplished for the financial rehabilitation of the College in those trying years of the seventies has already been recounted in the history of that period—the dormitory, built at a cost of about \$20,000, the Hitchcock donation of \$50,000, and the Stone gift of \$20,000, not to mention his part in helping to secure the Whipple donation of \$10,000 for the establishment of a preparatory department, were notable achievements that helped to save Illinois College from extinction.³⁹

³⁹ Estimate based in part on Memorial sermon by E. A. Tanner, in *Jacksonville Daily Journal*, June 16, 1888, and letter from H. E. Storrs, Los Angeles, Calif., July 11, 1923.



PRESIDENT TANNER

CHAPTER XI

PRESIDENT TANNER

1882-1892

THE trustees finally in the spring of 1882 had elected as president, Edward Allan Tanner, the Professor of Latin on the college faculty.¹ A better choice could not have been made and the only surprising thing about the election is the fact that it was so long delayed.

Professor Tanner, one need hardly be reminded, was an alumnus of Illinois College and the year of his elevation to the presidency marked the twenty-fifth anniversary of his graduation and the seventeenth year of his service on the faculty. He had many of the qualities which go to make up a successful college president. He was a painstaking scholar, a good teacher and an eloquent preacher, and he combined with these qualities great energy as an administrator. In appearance he was a tall man with dark hair, bright hazel eyes and broad forehead—a man whose face was marked by spiritual force and whose general bearing was that of a scholarly gentleman. Quick in his movements, he was sometimes a little too quick in his decisions. Anyone who will take the trouble to read his baccalaureate addresses will recognize also certain poetic qualities in his mental and spiritual makeup—not that he ever attempted to write poetry, but he had a touch of that imagination which gives a man the vision of a poet. Mr. Tanner, fortunately for the College in its time of critical need, was also a man of great enthusiasm, iron will, and, above all, of devout faith, firmly believing that he had the help of an omnipotent God in the difficult task which he was undertaking.

His earlier career deserves, perhaps, an additional word. He came of that same New England stock which had founded the College and furnished some of the strongest pioneers who settled the Middle West. In fact he was a first cousin of President Sturtevant. His parents had migrated from Litchfield County, Connecticut, to join the group of pioneers who

¹ Min., Mar. 6, 1882.

founded the little town of Waverly, Illinois. There on Nov. 29, 1837, Edward Allan Tanner was born—the first child to come into the world in that settlement. His lot, as a child and a boy, was by no means an enviable one, for his father, Deacon Tanner, died when the child was only six months old and his mother passed away when he was little more than six years of age. For some seven years he lived at the homes of a sister and a brother and then, at the age of thirteen, fortunately for his education and training, he was taken into the Sturtevant home at Jacksonville where at that early age he entered the preparatory department of the College. For several years after graduation from college with the class of 1857, which numbered among its members such men as Judge James A. Shaw, Stephen R. Capps and Judge Nathaniel W. Branson, young Tanner taught school in Illinois. In 1861, almost immediately after he had married Miss Marion Brown of Waverly, he went to far-distant Oregon to accept a professorship of Latin in Pacific University. Four years later his alma mater called him back to the chair of Latin language and literature. In those four years on the Pacific Coast he had not only continued his studies in Latin, but had done enough work in theology so that he was licensed to preach in Oregon. Upon his return to Illinois, he was formally ordained to the Congregational ministry in the little church at Joy Prairie, and during most of the years of his professorship he served as Chaplain at the State Hospital for the Insane in Jacksonville.²

Thus it was no untried pilot who had taken the helm. It was not necessary for this new president to waste valuable time in becoming acquainted with the constituency of the College in a critical period which demanded prompt action. In the seventeen years during which he had been serving on the faculty, a large number of students, many now successful young alumni, had passed through his classes. He was well known and greatly liked among the citizens of the town and his occasional sermons in various parts of the state had widened still further his circle of friends. Furthermore, as an aid to Acting-President Crampton during the last year or two, Mr. Tanner had clearly demon-

² For sketch of Prof. Tanner, see Introduction to *Baccalaureate and Other Addresses*.

strated that he had pronounced ability as a money-raiser, an occupation in which many a college president has exhausted his strength.

No elaborate inaugural ceremonies were planned. Shortly after the announcement of his election, some intimate friends and neighbors gave the president-elect and his popular wife a "surprise party" in their own home and at the commencement, a few months later, President Tanner delivered in the First Presbyterian Church an "Inaugural Baccalaureate." He emphasized the importance of the cultural, moral and religious elements in education and looking into the far-distant future, gave utterance to that sentiment now carved on his memorial tablet on the walls of the college chapel: "Make ready during these intervening years, a fitting college celebration for the two thousandth year of the Lord."

Results were not slow in manifesting themselves. In the very first year of the new president's administration, substantial progress was made and by the end of the second year it became apparent that the College was entering a new era of prosperity. Although Professor Crampton was supposed to serve as acting-president to the end of the academic year 1881-1882, Professor Tanner was present at the annual meeting of the trustees and most of the resolutions passed at that meeting represented his recommendations and policies.

One of the first things to which the president-elect gave prompt and vigorous attention was the campus and the college plant. At an earlier time of financial stress, the acreage of the campus had been reduced by the sale of a row of lots on the east side, along Park Street. Even before the new president took formal charge, he started a movement which resulted in the recovery of this property by the college authorities. It was, indeed, a fortunate thing for Illinois College to recover this land. When one thinks of a row of small, private dwellings on the west side of the present Park Street, and further allows his imagination to picture the dismal prospect, as one might look down from Sturtevant Hall into back yards with their fences, sheds and garages, he appreciates the real service which Dr. Tanner performed for the College in this instance. Not only was the campus redeemed but a fund of nearly three thousand

dollars was raised to grade and improve the grounds and repaint the woodwork of the old buildings. E. W. Blatchford, '45, of Chicago, gave two barrels of oil and a thousand pounds of white lead to help along the improvements.



A CALAMITY WHICH DR. TANNER AVERTED

Furthermore, it was at this time that the old, unsightly osage orange hedge which surrounded the campus was grubbed out—another sign that a new era was dawning. Since the removal of the hedge resulted in the origin of Osage Orange Day in the traditions of “Old Illinois,” one lingers for a moment on the details of the episode. One day in May of 1882 Professor Tanner announced in chapel that if the students were willing, all recitations would be omitted the following Friday while students and faculty went out together to grub up the osage orange hedge. Then, as ever, a holiday was a bait which students were quick to swallow. The suggestion was received with enthusiasm, and on the appointed day students and faculty members appeared with spades and axes. The seniors were commanded by Professor Bailey, the juniors by Professor Storrs, the sophomores by Professor Tanner, the freshmen by Professors Sturtevant and Smith and the “preps” by Harold W. Johnston, the principal of the Academy. We must let a contemporary describe the occasion for us:

Friday May 5th., will always be remembered as an eventful day in college history, for upon that day students and faculty made an assault on the old ragged hedge which had stood for so many years. The sun failed to put in an appearance in the morning and fears were entertained that the rain which had poured down unceasingly during the week, would not permit the work to be undertaken but immediately after breakfast Prof. Tanner arrived, and, saying that it would at least be a cool day to labor, advised the boys to procure their axes and spades. Some time before the hour appointed, the boys from the dormitory and town were swarming along the hedge cutting away as if their lives depended upon the work being done at that particular moment. After dinner the boys worked until four o'clock, when they had cut down the hedge and grubbed up the roots. Lemonade was furnished on the campus osage day.³

The improvement of the plant included plans for the construction of a new building for the preparatory department. When the old academy building and campus near the center of the town had been sold, some seven thousand dollars had been realized on the transaction. At the annual meeting of 1882, the trustees voted to erect a new Whipple Academy on the main campus out of the money realized from the sale of the old property.⁴ Tanner, Crampton, J. E. Strawn, M. P. Ayers and Dr. Milligan were appointed as the building committee; plans were drawn and construction began that very summer. By *early October* this building was ready for occupancy.⁵

Noteworthy financial progress also immediately occurred. It was that same spring of 1882 that Professor Tanner, who had been appointed by the trustees to take up the financial solicitation which President Crampton could no longer prosecute vigorously on account of his failing health, completed the \$30,000. necessary to secure the Stone bequest. The successful conclusion of this campaign meant, as noted in the previous chapter, the addition of \$50,000 to the permanent endowment of the institution. Nor was that all. Before the next year was out, President Tanner had raised another \$10,000 towards a new endowment fund of \$25,000. "I thought that I could raise

³ *Rambler*, May 20, 1882.

⁴ The \$7,000 had evidently been spent and so it was voted to borrow the necessary cash from the "permanent funds" to be replaced as soon as convenient.

⁵ The actual cost was about \$8,000, *Min.*, June 6, 1883.

the \$25,000 within the year," the new president reported to his trustees and then continued modestly but resolutely: "I am mortified and humbled over the failure. I freely confess that I did not, upon the one hand, realize the desperate financial condition of the College, and that upon the other, I over-estimated my ability to raise money. Yet I still have a reserve of faith that God has a noble mission for the institution and that he will enable me to obtain \$15,000 more before your next annual meeting."⁶

Educationally, a new era also began. The completion of the Stone Fund made possible an enlargement of the faculty, or at least a filling of vacancies on the instructing staff. Dr. Harvey W. Milligan, a Williams man of the days of Mark Hopkins, an able instructor on the faculty of the State School for the Deaf and, for several years, an active member of the college board of trustees, was appointed professor of rhetoric, history and English literature.⁷ Dr. Milligan was destined, during the twenty years that he served on the faculty, to become one of the most beloved teachers on the staff. His genial nature, broad knowledge acquired from wide reading, and warm interest in youth, endeared him to the students of his generation. The president reported to the trustees in 1883, that "Professor Milligan who was appointed last commencement to the chair of Rhetoric, History and English Literature, proves to be admirably fitted for the position. He arouses much enthusiasm in his department and is generally beloved by his classes." The faculty was further strengthened by the appointment of a young teacher and scholar who was serving at that time as principal of one of the public schools of New Haven, Connecticut. It was Edward B. Clapp, one of Professor Tanner's own students, who had been the representative of the College in the first intercollegiate oratorical contest held in the state of Illinois. George W. Bailey, who was then serving as instructor in Greek, had resigned in order to find a more remunerative occupation in business and to fill this vacancy, President Tanner had succeeded in enticing young Clapp from a principalship, which

⁶ Min., June 6, 1883.

⁷ *Ibid.*, May 31, 1882. Dr. Milligan, of course, resigned from the board at this time.



EDWARD S. CLAPP.



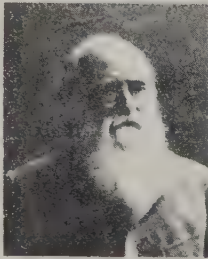
HIRAM K. JONES.



HAROLD W. JOHNSTON.



SAMUEL W. PARR.



HARVEY W. MILLIGAN.



JOSEPH R. BARKER



HENRY E. SCOTT.



JAMES B. SHAW, JR.



GEORGE L. MERRILL.



TRUMAN P. CARTER.



JOHN M. CLAPP

THE FACULTY

was paying him \$2,200, to an instructorship at \$1,500. There was a promise of an early promotion to a full professorship but even that would pay only \$1,800. The subsequently distinguished career of Professor Clapp in the field of Greek scholarship showed that the new president knew how to pick out promising young teachers and scholars for his faculty. A little later Tanner wrote of Clapp: "I consider him the best Greek scholar that we have graduated and the best Greek teacher that has been employed in the institution."⁸

Still another appointment which reflected the good judgment of the new president was that of Joseph R. Harker who came to the college in 1884 as the principal of Whipple Academy. The Academy had not been prospering, as Dr. Tanner believed it might under proper management. Advances were first made to Mr. P. C. Pike, a very competent school man who was for a great many years head of the Jerseyville schools, but since a satisfactory arrangement could not be made with him, Mr. Harker, then principal of the high school at Waverly, was next approached. This young principal had had an interesting life history, with which Dr. Tanner was doubtless familiar. About thirteen years previously he had come over with his parents from England where he had worked as a lad in the coal mines of the county of Durham. He had spent some years in a similar occupation in southern Illinois, but being a youth of vigorous mind, he had read and studied industriously, and when opportunity offered had started teaching school. He had taught in Beardstown and Meredosia before going to Waverly. Like Dr. Tanner himself, Mr. Harker was, as his later career as the president of the Illinois Woman's College has amply demonstrated, a man of great administrative skill and keen business sense. That he had great confidence in the future of Whipple Academy and a courageous willingness to assume part of the risk of that future, is shown by the terms of the contract, which he suggested to the trustees of the College. He proposed, for example, to accept the principalship of the Academy for a term of five years on the understanding that his remuneration should be one-half of the annual income from the department.⁹ When it is recalled that the income from

⁸ Min., June 6, 1883.

⁹ *Ibid.*, Nov. 16, 1883; June 4, 1884.

preparatory tuition was only \$615.75 in 1882-1883, and only \$846.50 in the following year, courage and vision are at once recognized as outstanding qualities of this new principal. Harold W. Johnston, '79, the former principal, was appointed instructor in Latin in the college and preparatory department—another appointment of a man destined later to achieve solid reputation as a scholar and teacher. The appointment of Mr. J. H. Rayhill as instructor in elocution, and of Lieutenant Nathan H. Barnes of the United States Navy as instructor in mathematics and natural sciences, rounded out the faculty appointments that marked the beginning of the new administration. Fortunately for the college finances, Lieutenant Barnes had been ordered by the Navy Department to spend two years of his shore duty at Illinois College without expense to the institution. He began his duties in January, 1884, giving a part of his time to the work in mathematics, physics and chemistry.¹⁰

Not only was the variety of courses increased and the quality of instruction improved as a result of these new appointments, but other steps were also taken to raise the educational standards of the College. For example, the entrance requirements were raised by adding practically another year of preparatory work to the previous requirements. This meant for the scientific course "a larger amount of Latin, natural science and mathematics; in the classical course, a larger amount of Latin, Greek and mathematics."¹¹

In addition to the things accomplished within these first two years, the new president had still larger plans for the future. He proposed to raise funds for the endowment of at least one professorship each year for three years. The problem of avoiding the blighting annual deficits naturally also commanded his early attention. Order and system were introduced into the management of college business. The new president began to present carefully prepared annual reports to his trustees which, anticipating present practice, reviewed the history of the current year and recommended definite policies for future development. He paid special attention to the preparation of a

¹⁰ Min., June 4, 1884; *Rambler*, Jan. 26, 1884.

¹¹ Cats. 1880-1881; 1882-1883. Requirement went into effect in fall of 1882 for scientific course and in fall of 1883 for the classical.

budget with carefully worked out plans for making expenditures and income balance. His enthusiasm proved contagious and the hopes of all rose high. The trustees, at the end of the first year, took pains to express their appreciation in a formal resolution in these terms:

Resolved that the Trustees of Illinois College take great pleasure in expressing their appreciation of the faithful services of President E. A. Tanner during the past year. Especially would we commend the wise course he has adopted in the financial management of the College. We congratulate ourselves upon the wisdom of his appointment, and the more so, because we are well assured of the hearty approval of the students and patrons of the College. Trusting that our President's earnest consecration of his talents and influence may be to ourselves and to the friends of Illinois College, an inspiration to greater efforts for the good of the College whose interests are in our charge, we tender him this resolution with candid unanimity.

The Daily Journal.
 SUNDAY, MAY 6, 1883.
HEWING OF THE HEDGE.
Osage Orange Day Observed
on College Hill.
The Morning Hours Devoted to
Athletic Exercises.
 A Basket-Picnic Dinner Followed by
 Eloquent and Interesting
 Addresses.
 A Base Ball Match Closes a Most
 Memorable and Delight-
 ful Event.
 Fond hopes were fulfilled. A change
 for the better took place in the weather

The grubbing out of the osage orange hedge proved to be, as already intimated, more than a passing episode in a college year. It established a tradition which still lives in the history of the College. Everybody had had such a good time in the spring of 1882 that when the next year rolled around, there was a general demand for an observance of Osage Orange Day. Evidently President Tanner and the faculty entered heartily into the plans for an annual celebration of the day. It was resolved to make it an occasion of varied activities—athletics, music, speeches, a picnic lunch and a general “good time.” The day (May 5) fell on a Saturday in

1883. It rained hard during the week, but the skies cleared on the eventful Saturday. Alumni and local citizens, as well as

students, began to assemble on the campus early in the morning, so that a crowd of considerable size had gathered when the Fifth Regiment Band marched to the campus about ten o'clock. Athletic events constituted the first part of the program. Since this was the first Osage Orange athletic meet, the names and records of the winners deserve, perhaps, to be recorded:

100-Yard Dash—A. D. Merritt, '84, 11 sec.

Throwing the Baseball—Bedford Brown, '84, 275 ft.

Tug of War—Sophomores; Class of '85.

Sack Race—Edward Capps, Academy.

Standing Broad Jump—A. D. Merritt, '84, 12 ft. 6 in.

Blindfolded Wheelbarrow Race—W. W. Ross, Academy.

Quarter-Mile Run—A. D. Merritt, '84, 63 sec.

One-Mile Walk—G. N. Gilbert, '86, 10 min. 8½ sec.

Running Broad Jump—F. M. Stevenson, '84; distance not mentioned.

Hurdle Race—H. W. Hand, '84; distance not mentioned.

Three-Legged Race—C. E. Vernon, '86, and F. F. Merritt, Academy.

Hop, Step and Jump—F. M. Stevenson, '84.

High Jump—Tie between H. C. Adcock, '83, and Bedford Brown, '84; height not mentioned.

Potato Race—W. E. Hull, Academy.

By the time the athletic games were ended, it was far past the noon hour and the "hungry multitude" was fed with a picnic lunch. About three o'clock, the crowd marched behind the band to a spot near the east entrance to the campus, where a pine and osage were planted side by side and where was performed a ceremony, "the wedding of the osage and the pine," in which President Tanner served as the officiating clergyman, and the principals were Illinois College boys, and girls from the Female Academy, the Athenaeum, the Methodist Female College, and the city of Jacksonville. The ceremony was evidently intended to symbolize the harmonious interests of the various educational institutions of the city.

Then came the heavier part of the program, when the people assembled at a rostrum and President Tanner introduced the Honorable Paul Selby, '53, of the *Springfield State Journal*, as the chairman of the literary exercises. Mr. Selby, having replied in a speech of some length, called upon a long list of alumni and students to make brief remarks—Carl E. Black

for the seniors; F. M. Stevenson for the juniors; E. W. Brown for the sophomores and C. O. Baldwin for the freshmen. William Gardner, '84, read a long poem and then the following alumni spoke: A. E. Prince, '74, Major W. P. Callon, '59, James W. English, '48, J. G. Morrison, '67, Edward L. McDonald, '71, and M. P. Ayers, '43. The end was not yet, for when the speeches were concluded, there was a baseball game between two nines representing the College and the Academy. It must have been a full day but it was something new in college life and apparently everybody had a good time.¹²

Those were the days when intercollegiate and high school athletics had not yet developed and so Osage Orange Day, in a few years, became the most important event on the college calendar, with the exception of commencement. Incidentally the annual athletic program and celebration did much to promote local interest and alumni loyalty. Alumni and friends drove in from miles around to witness the event and others came on trains from a further distance; the public schools of Jacksonville were dismissed for the day and many of the merchants closed their stores. When the weather happened to be favorable, several thousand people often came to the campus. It was a great day for the town, as well as for the College. The merchants of the city usually contributed the prizes offered in the various athletic events. Although the athletic program tended to overshadow other activities, oratory, the picnic luncheon and the music by band and glee club continued for many years to play a part on the program. Press dispatches in the newspapers in St. Louis and Chicago made note of the day. In 1891, in spite of objections from the students, Osage Orange Day was transferred to commencement week. The later development of intercollegiate athletics and the introduction of athletics into the program of the public schools tended gradually to lessen the interest in Osage Orange Day, but it still remains on the college calendar, a unique feature of every Illinois College commencement, characterized now chiefly by a baseball game and an informal picnic supper.¹³

¹² *Rambler*, April 21; May 12, 1883; *Jacksonville Journal*, May 6, 1883.

¹³ See, e.g., *Rambler*, May 17, 1884; May 15, 1886; May 16, 1887; May 25, 1889; May 17, 1890; May 16, 1891; June 11, 1892.

The following, according to the available information, constitute the best records made in the Osage Orange Meets of the "Tanner Decade":¹⁴

- 100-yard dash—Norman Triplett, '89, 10 sec.
- 220-yard dash—Wm. D. Robinson, '92, 26 sec.
- Quarter-mile run—Wm. N. Filson, '89, 55¼ sec.
- Mile run—D. W. Craig, '92, 5 min. 7½ sec.
- Hurdle race—Ed. J. Fairbank, -91, 17 sec.
- Broad jump—M. Baldwin, Acad., '92, 10 ft. 4½ in.
- Long jump—F. M. Stevenson, '84, 19 ft. 4 in.
- Hop, step and jump—Chas. H. Dunn, -87, 39 ft. 2¼ in.
- High kick—J. L. Lanning, -94, 8 ft. 7 in.
- Pole vault—L. H. Cornell, -95, 8 ft. 11 in.
- Throwing ball—Wm. B. Conover, '91, 348 feet.
- Throwing hammer—Corsair C. Carter, -95, 76 ft. 9 in.
- Putting shot—Corsair C. Carter, -95, 34 ft. 10 in.
- High jump—L. C. Hess, '91, 5 ft. 1 in.

The question of the standing of these records has sometimes been raised. Far be it from the purpose of a humble historian to discuss this delicate question, but it may be proper to record on this page of college history that these track records were not made on a cinder track, nor were stop watches always used.

Having grasped the opportunity offered by Osage Orange Day to win a more hearty support for the College from local friends and alumni, President Tanner next determined to widen the constituency of the institution. As he once expressed himself, he proposed gradually to work from the center to the circumference. Local citizens and alumni must first be warmed into a new interest and loyalty and then gradually a wider circle of new friends must be won. Partly to win these new friends among the farmers, and partly also to enable the College to perform a greater and more practical service to the section of the country where it was located, Mr. Tanner resolved to introduce instruction in agriculture into the college curriculum. He first suggested this thought to his trustees in the memorable report of 1883. "We must," he said, "recognize the nature of our environment; it is agricultural. The wealth of the future is buried in this fertile soil. Let the College then seek to bless

¹⁴ *Rig Veda* of class of 1894, 75.

the farmer as it has never done, and then convert him from an indifferent and hostile neighbor into an open-hearted, open-handed friend." He took pains to assure trustees and old friends that he had no thought of transforming the institution into an agricultural college and neglecting its classical and cultural ideals. Far from it. Without lowering those traditional ideals and standards, he proposed "to reach, and elevate and transform into college builders, a powerful class," that could never be reached with the old appeal. His thought, somewhat in detail, was to introduce into the college curriculum a five-year course of six months in each year for those who did not care for either the classical or general scientific courses then being offered. Students might study for six months and then spend the other part of the ordinary academic year at work on the farms of their fathers. Most of the instruction for this new group of students, in his opinion, could be given by the present faculty, only one specialist for "entomology and agricultural chemistry" being needed. "The right man in that place would do more than all the rest of the faculty to popularize the College, endear it to its constituency, and in the course of a generation to put money into its treasury." In order to establish a professorship for such a new specialist on the faculty, he proposed to raise \$25,000 chiefly from farmers, who would probably never give to any other fund for the College. "I am not burning over ground," he said, "which could be made to yield any considerable amount to the general endowment fund." He even suggested that he would endeavor to secure another \$25,000 for a new science building.¹⁵ He reported that he had already raised \$10,000 towards the endowment of the new chair. The trustees practically endorsed his recommendations by instructing him to continue in his effort to secure the endowment for a chair of entomology and agricultural chemistry. So he went to work with that energy which was arousing everybody's admiration, and at the very next annual meeting reported that the whole \$25,000 had been raised.¹⁶ A year later, he was able to advise the trustees that he had made a contract with a young graduate of the Illinois Industrial University, Samuel W. Parr, who had spent a year of post-graduate study

¹⁵ Min., June 6, 1883.

¹⁶ *Ibid.*, June 4, 1884.

at Cornell University, and was now ready (in September of 1885) to start the agricultural course at Illinois College.

Whatever the plan for the introduction of agricultural studies may have accomplished or failed to accomplish, there is no doubt that it brought to the faculty a very capable instructor who not only did much for the cause of science in the curriculum but gave valuable service in promoting a wholesome student life on the campus. Wisdom or chance had again guided the new president to make a most fortunate choice. Agricultural instruction, even in the largest and best institutions of the country, had not yet made much progress, and it is not surprising that Parr, in spite of his own youthful energy and enthusiasm, could not accomplish much with the limited funds and meager equipment at hand in Illinois College, not to mention the prejudices of those who doubted whether such an experiment ought even to be tried. Specialized, practical courses with experimental facilities could hardly be attempted. "Culture for agriculture and agriculture for culture," was the slogan of the "department," and this perhaps represents fairly well the goal of the college authorities. The catalogue frankly stated: "The course in this department, though primarily intended for those who expect to make agriculture their vocation, is not a course in farming. The institution neither has, nor desires to have, an experimental farm—the design is to meet the wants of young men that can devote only six months of the twelve to books, but that wish to continue their studies through a number of years, sufficient to give them thorough training in the sciences connected with outdoor occupations, as well as in those liberalizing branches which may be pursued profitably, without the aid of foreign languages." Ambitious young men from the farms were encouraged to register by the promise that the course would teach "how to mix brains with the soil, so that the latter may yield a hundred fold," and in a somewhat high-sounding phrase it was proposed to "dignify labor by elevating agriculture to the rank of a learned profession."¹⁷ Professor Parr himself, now one of the distinguished members of the science faculty of the University of Illinois, had a more definite and practical object in view. In a recent letter he thus describes the

¹⁷ Cat. of 1884-1885.

purpose at which he was aiming forty years ago: "That at least as an initial training, the boys who were going back to the farm, should have an acquaintance, from a scientific standpoint, with the materials with which they had to deal. This might be along botanical or biological lines and in its broader development would involve a study of plant physiology and the economic aspects of entomology as well as a knowledge of the inanimate factors such as the origin and property of soils and their chemical composition—this general idea led me directly, therefore, to a recognition of the first need, as it seemed to me, in the Illinois College curriculum—that of real, modern work in the sciences. I really think that President Tanner believed there was a lack which Illinois College might supply in the way of advancing the agricultural interests through the channels of higher education, but like many other men of that day, the ideal was vague in so far as the specific method of procedure was concerned."¹⁸

The original requirement for admission to the agricultural course was graduation from the district school and six months in Whipple Academy. No degree was promised, but upon graduation, a "suitable diploma" was to be awarded. Naturally as time went on, and especially as criticism may have arisen regarding the lax requirements for entrance and graduation, the standards were raised. In 1887, for example, it was announced that candidates for admission would be examined in the same subjects as candidates for the scientific course, "omitting Latin." A donation of \$1,000 from the "Brown brothers" of Auburn in 1886-1887 enabled the College to purchase some microscopes and other equipment, and thereafter more adequate laboratory work could be provided for the course. By 1888-1889, the agricultural studies had become a three-year course of three terms each, the plan of only six months' study per year having been abandoned.¹⁹ More specialized work was then also being offered, such as courses in grasses and cereals, plant physiology and histology and cryptogamic botany, butterflies and agricultural chemistry. A few certificates in agriculture were awarded but no degrees in agriculture were ever given by the College.

¹⁸ Letter to author, Urbana, Ill., Sept. 5, 1924.

Strange to relate, just as the new administration was well under way and the prospects seemed brighter than ever, the new president offered to resign. It seems that some person had offered a sum of money on condition that the name of the institution be changed. President Tanner apparently was not in favor of accepting the gift on such terms, but on the other hand he wished to allow the trustees perfect freedom of action and therefore suggested to the prudential committee that it might be best for him to retire from the presidency. But the committee would not listen to his suggestion. His retirement, they felt sure, "would be a calamity to the institution," and the incident was promptly closed.²⁰

President Tanner made heroic efforts to solve the financial problem of the College. If any man could have solved that problem by intelligent effort and hard work, he certainly would have accomplished the task. As it was, he achieved some very substantial results, in spite of distressing discouragements. Nearly every year witnessed an increase in the endowment resources of the institution, at least as measured in terms of subscription notes. Mr. Tanner pointed out emphatically to friends of the College that they must cease to depend upon the East for pecuniary support. "More and more," in his opinion, the East would be inclined to say, "Illinois with all her magnificent resources, must henceforth provide for her own institutions." The president himself acted on his own advice and practically all the funds which he raised were secured in the West.

The following figures represent approximately the results of the various financial "drives" for endowment and building, conducted by President Tanner, including the \$30,000 which he raised in the year before he became president:

To secure the Stone Fund, 1881-1882	\$30,000
Agricultural Endowment, 1884-1885	25,000
New Endowment, 1885-1886	18,000
New Endowment, 1886-1887	12,500
New Endowment, 1888-1889	33,000
New Gymnasium, 1890-1891	15,000
Estimated Total in Subscriptions	<hr/> \$133,500

²⁰ Min., Prud. Com., Jan. 19, 1884; letter from Mrs. E. A. Tanner to author, N. Y., Feb. 2, 1924.

The figures of the college treasurer and the statements made in the reports of the president often do not correspond, evidently because the president was wont to count pledges and subscriptions which the treasurer had not entered upon his books; but, making due allowance for all such discrepancies, it is evident that President Tanner worked faithfully and heroically in building up the resources of the institution. Unfortunately many of these subscriptions were never paid—at least that must be our conclusion from the figures representing the cash and actual securities in the hands of the treasurer from time to time. Furthermore a continually declining rate of interest, delinquencies in the payment of interest due, and an increasing budget, caused by an expanding faculty and improved educational standards, counteracted the financial results that might otherwise have been achieved by this energetic president.

The invested endowment in June, 1881, is given on the books of the treasurer as \$82,994.69 and in June, 1892, at the end of the Tanner period, as \$97,348, showing a net increase of endowment as measured in *cash and securities* of only \$14,353.31.²¹ No figures are available showing the total of the endowment as measured in both securities and subscriptions in 1881, but in 1892 the combined amounts of securities and subscriptions on the books of the treasurer totalled \$147,068.40.

The financial history of the period as reflected in the expense and income account bears out the conclusions drawn in discussing the history of the endowment fund. Income was steadily growing but it never permanently caught up with expenditures. It is pathetic to watch this devoted and self-sacrificing president put forth every ounce of his strength to wipe out that ever-recurring deficit and fail again and again. One cannot help believing that this uphill, nerve-racking fight contributed largely to the worry which eventually broke down the president's health. According to the reports of the treasurer there was a deficit every year of the Tanner administration except one, but fortunately the deficits in some years were comparatively small. A few figures may be mentioned to illustrate the

²¹ I have begun with the year 1881 in this comparison since Dr. Tanner deserves credit for most of the \$30,000 raised in the year 1881-1882 to meet the conditions of the Stone donation.

variations of the budget during these years. The total income of the College in 1880-1881 was \$7,895 as compared with \$13,466 in 1884-1885 after Dr. Tanner had been serving three years in the presidency, and with \$16,725 at the end of the period. The expenditures at the same dates, respectively, were: \$13,926 with a deficit of \$6,031; \$15,793 with a deficit of \$2,327; \$18,337 with a deficit of \$1,611. When one glances again at the large deficit in 1880-1881, he understands what a difficult financial problem the president had inherited.

The following figures represent in tabulated form the financial record of the Tanner administration:²²

<i>Year</i>	<i>Amt. of Endow.²³</i>	<i>Income from Endow.</i>	<i>Income from Tuition</i>	<i>Total Income</i>	<i>Expenses</i>	<i>Deficit</i>	<i>Salaries</i>
1880-1881	\$ 82,994.69	\$4,975.90	\$2,151.75	\$ 7,895.74	\$13,926.85	\$6,031.11	\$10,220.00
1881-1882	94,427.98	6,633.06	2,084.50	10,301.31	11,816.45	1,515.14	9,021.50
1882-1883	85,477.98						
	105,185.98	5,967.81	2,160.75	9,555.31	13,466.42	3,911.11	10,251.91
1883-1884	86,367.98						
	125,000.00	5,512.50	3,009.50	10,266.20	15,396.15	5,129.95	11,835.48
1884-1885	89,330.94						
	122,848.94	6,576.21	5,114.11	13,466.33	15,793.74	2,327.41	12,429.34
1885-1886	94,698.94						
	128,024.11	9,935.55	4,652.50	16,057.55	14,992.62	[Surplus] 1,064.93	11,606.03
1886-1887	102,461.24						
	135,451.59	8,386.43	5,281.59	16,516.02	16,593.83	77.81	12,355.68
1887-1888	98,180.61						
	129,675.76	8,777.50	4,899.50	15,530.79	16,189.41	658.62	12,335.52
1888-1889	104,784.30						
	140,072.45	8,298.41	4,709.05	15,035.01	17,607.71	2,572.70	12,696.66
1889-1890	108,020.17						
	155,653.32	9,821.24	4,384.50	15,655.81	16,683.51	1,027.70	12,530.00
1890-1891	107,499.38						
	159,409.49	7,766.20	4,926.24	14,691.54	15,887.06	1,195.52	11,079.99
1891-1892	97,348.00						
	147,068.35	9,470.67	4,849.00	16,725.51	18,337.46	1,611.95	12,400.00
1892-1893	105,828.00						
	153,955.40	8,885.67	4,535.00	15,814.35	23,652.92	7,838.57	11,900.00

²²I start again with the year 1880-1881 because Mr. Tanner had so large a share in increasing the endowment of the following year at the end of which he became president.

²³The first figure in the endowment column represents the actual invested endowment; the lower figure represents the total invested endowment plus subscriptions.

Some of the details of the fight which the president waged year in and year out to make accounts balance ought to be given. In that noteworthy report to the trustees at the end of his first year, already mentioned several times, he attacked the problem of the annual deficit, as he was frankly and courageously grappling every other college problem. His vexation over the unexpected deficit of that first year prompted him to examine the college books for a number of years past, and he reported to the trustees that he was "amazed to discover that for the preceding ten years the institution had been running behind on current expenses at the rate of \$3,500 a year; and, moreover, that the same suicidal process had been going on for a much longer period," though at just what rate he could not ascertain. He had hopes of eliminating the deficit the next year, for he had secured the consent of the faculty to dispense with "tutorial help," thereby saving about \$1,000, and he also counted on an increased revenue from tuition of about \$1,000. Perhaps a little later when the total attendance had been brought up to 200, he thought the tuition rate might be increased, but at present he advised against it.

However, the next year the old ghost was walking again, for the treasurer's report of that year showed an even larger deficit than in the previous year.²⁴ Something radical must be done. If it were not, it was evident that the College would entirely lose the confidence of its friends and donors. He urged the trustees solemnly to "lay down this fundamental law—that henceforth and forever not a single dollar of the endowment fund shall be used for current expenses." "Donors," he warned the trustees, would "have just reason for the accusation of a breach of trust, unless this rule is rigidly enforced."²⁵ So, once again, as many years earlier, the trustees solemnly declared "it to be a fixed principle which must and shall control them in the management of the fiscal affairs of the College that no part of the principal of its endowment funds shall ever be applied to the payment of current expenses,"²⁶ and then the very next year, in spite of their solemn vow, they did that very thing. To

²⁴ The president in his report mentions the amount of the deficit as \$800, but the treasurer's report places it at \$5,129.95.

²⁵ President's report of 1883-1884.

²⁶ Min., June 4, 1884.

solve this problem, something more was needed than high-sounding resolutions. If the trustees had only done their part as the president and faculty were doing theirs, the result might have been accomplished. As a rule there is only one way to get rid of a deficit, and that is at once to subscribe the money to cover it.

In order to avoid future deficits, the president now made a very radical recommendation: *that members of the faculty should be paid their full monthly salaries for a period of nine months and that the balance of their salaries should be paid only in proportion as the income of that particular year permitted payment.* He estimated that this policy, if adopted, would reduce the president's salary from \$2,300 to \$2,000, and the regular professors' salaries from \$1,800 to \$1,500. In order that the faculty might be given some encouragement to consent to such a "self-denying ordinance," he proposed that the members of the faculty should be assured "that for the next five years no additions except a professor of agricultural science shall be made to the teaching corps, unless new professorships shall be endowed, and that any increase of income within said five years from fund and tuition accounts, shall be applied for the benefit of the faculty."²⁷ He took the stand that it was the responsibility of the faculty to attract more students in order to increase income from tuition, but, on the other hand, he placed upon the shoulders of the trustees the obligation to increase the income from endowment. It is evident from the report of the president that collections of interest were not being promptly made. He pointed out that the faculty were helpless, so far as the management of the endowment was concerned, and therefore it was "a clear case, that the trustees in equity to the faculty, are bound to see to it that the funds are invested at the highest rate of interest consistent with security and that the interest shall be collected with all possible dispatch." That very year some \$2,000 of interest had not been collected and there was another \$1,000 of delinquent interest for previous years. If the trustees assumed full responsibility for the collection of interest, and if the faculty did not increase tuition by increasing the number of students, "through efforts in vacation as well as

²⁷ Min., June 4, 1884.

in term time," they could not blame anyone but themselves, according to the president's point of view, for any possible shrinkage in their salaries. The recommendations of the president were adopted, although it is not clear that the trustees did anything in particular to guarantee the faithful performance of their part of the bargain. Certainly the faculty were being asked to assume a large part of the burden, and the president himself was ready to bear his share of the financial sacrifice. As a matter of fact, Mr. Tanner was earning less as president than he had received as a professor, for his heavy duties as president prevented him from engaging in certain outside activities, such as the chaplaincy at the State Hospital and other preaching engagements, which had been netting him as much as \$650 per year. Furthermore he had not even been receiving in cash the full \$2,300 a year promised him but had taken in part payment of his salary a lot lying between his home and the college campus.²⁸

The new policy regarding salaries led to an unfortunate controversy with former President Sturtevant who at this time was still serving on the faculty as Professor of Mental Philosophy and Political Science. The last considerable financial effort in the administration of President Sturtevant had resulted, it will be recalled, in the establishment of the so-called Presidency Fund of \$25,000 for the endowment of the president's salary. When Dr. Sturtevant retired from the presidency in 1876, he had consented to accept a salary of \$1,500, but he now objected strongly to the proposed proportionate reduction of his salary on the ground that the Presidency Fund had been donated with the understanding that he was to have the full income during his lifetime. He pointed out in a formal communication to the trustees that during the later years of his term as president he had always received the income from this fund as his salary, whatever that income happened to be—neither more nor less. When, upon his retirement from the presidency, he accepted a fixed salary of \$1,500, it was a voluntary act and he did not consider that he had in any way, thereby, surrendered his legal right to the income from the Fund during his lifetime. He submitted recent letters from Col. C. G. Hammond and E. W.

²⁸ Min., June 4, 1884.

Blatchford of Chicago, the two largest donors to the Presidency Fund, to substantiate his claim that the Fund had been established with the thought of providing a life interest for himself. Dr. Sturtevant went on to suggest that it might be best to settle the whole difficulty by a compromise: he would be willing to retire altogether from active work on half-pay, or \$750 a year; that arrangement would release, he pointed out, a larger portion of the \$1,500 "to be otherwise appropriated," than a continuance of his services and of his salary with the proportionate reduction that was to be applied to all faculty salaries. From every point of view, the difference of opinion must have created a delicate and embarrassing situation. The trustees, perplexed as to their duty in the matter, appointed a committee, consisting of Messrs. H. K. Jones, D. W. Fairbank, and M. P. Ayers, to investigate fully the question raised in the communication from Dr. Sturtevant, with instructions to report the facts and their recommendations at the next annual meeting of the board. The committee reported the following June that so far as they could discover in the records, there was nothing indicating that Dr. Sturtevant had a life-interest in the Presidency Fund; that, *so far as the records showed*, the sole condition upon which the Fund had been accepted by the trustees in 1866 was that the College should not be conducted "in the special interest of any religious denomination," but, "that it should be continued on those broad, evangelical, cooperative principles, which actuated the founders and benefactors of the institution." Their conclusion was, therefore, that they could "discover no right or authority vested in the board of trustees to divert any portion of the proceeds of this Fund to any other use than to the payment of the salary of the President of the College." The recommendation of the committee was adopted by the board. Whatever verbal or informal understandings may have existed on the part of the donors to this Fund, there is no doubt that the report of the committee and the action of the board were in accordance with the *records* relating to the Fund.²⁹ Having thus declared itself regarding the general principles involved, the board voted to employ Dr. Sturtevant for the following year as "Instructor in Political Economy, Democracy in

²⁹ Min. of Board and Prud. Com., Mar. 19; Apr. 1; June 3, 1885.

America, Evidences of Christianity and Logic," with an allotment of one recitation per day, on a salary of \$500. Before that year had passed, Dr. Sturtevant died, so that the loss to him and his family was not, in any event, large.

The faculty, as well as the trustees, awaited with great interest and, doubtless, some apprehension, the financial outcome of the year following the action taken at the annual meeting of 1884 regarding faculty salaries. Since the report of the treasurer showed a deficit of \$2,327 for that year, it was evident that the salaries of the faculty would have to be reduced. In some way, probably by taking account of unpaid interest, the amount of the deficit was scaled down so that, according to the report of the president, income could be made to balance expenses by reducing the president's salary by \$225 and that of the full professors by \$175 each. But the outlook for the succeeding year was even more gloomy, for, at the annual meeting of 1885, the president advised that to carry out the policy for the following year would require a further reduction of from \$100 to \$200 each for the professors. This discouraging outlook for the faculty was due chiefly to the fact that the income from the agricultural endowment, which had been used that particular year for general expenses, would henceforth have to be used, according to the terms of the donations, to pay the salary of the professor of agriculture. The president held out a ray of hope to his colleagues on the faculty by telling them that in his opinion it would not be necessary to scale down salaries beyond that point. By the end of the next year he expected there would be such increased resources from endowment and enlarged attendance as to permit "a gradual return to the old rate of wages." It is not surprising that under these circumstances a feeling of despair spread among the members of the faculty and some friction occurred in the administration of the College. Nevertheless, the president did not falter in his determination to adhere to the policy adopted. "It is," said he, "the only honest policy. It is the only policy that will bring abiding prosperity to the institution."³⁰ The question might well be raised whether, under such conditions, it would not have been a much sounder policy entirely to abolish a professorship

³⁰ Min., June 3, 1885.

in order to provide at least a living wage for those who remained on the faculty. Such a policy would indeed have reduced the efficiency of instruction, but on the other hand it would have put up squarely to the patrons of the institution the question of whether or not they were ready to support an efficient college.

The trustees, however, did not seem willing to adhere exactly to the plan but preferred to fix the salaries at a definitely lower rate. Accordingly they resolved at the meeting in 1885 not to concur in the recommendations of the president regarding salaries for the coming year and then voted to fix the salary of the president at \$1,900 and that of the full professors at \$1,400. Furthermore in order to safeguard future financial interests, they voted that when new professors were employed, their salaries should be \$1,200.

At the next annual meeting, contrary to expectations and for the first time in many years, the report of the treasurer showed a balance, but strange to say, in spite of the promise previously made that any surplus of income during a period of four years should be used for the benefit of the faculty, the trustees voted that they would increase the salaries of each of the five senior professors by \$100, for the next year, provided the faculty would concur in rescinding the previous agreement about applying surplus income to salaries. It seemed really a species of petty bargaining on the part of the trustees, although there may be other factors in the case not disclosed by the official records of the board. At any rate, the faculty gave its consent and the former agreement was therefore abrogated.³¹ In 1889, while increasing some professorial salaries, the trustees by formal resolution again reminded the members of the faculty that, if they wanted an increase in salaries, they must exert themselves more energetically to increase the number of students in the College.³² The next year, with another deficit in prospect, certain salaries, including that of the president, by his own suggestion, were reduced for the year 1890-1891.³³ At this same

³¹ Min., June 2, 1886.

³² *Ibid.*, June 12, 1889; apparently there was no action on the general salary scale at the annual meetings of 1887 and 1888.

³³ *Ibid.*, June 11, 1890.

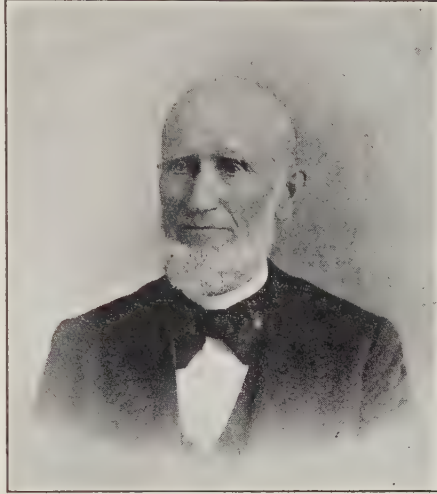
meeting a communication was presented from the faculty complaining of the irregularity in the payment of their monthly salaries and suggesting that if the trustees would only guarantee *regular* quarterly payments, the faculty "will cheerfully waive all claims to monthly payments." They also prayed for some appropriation for the benefit of the scientific department and called attention to the fact that, while the faculty were perfectly willing to coöperate with the trustees in plans for increasing the attendance, the proportion of income from tuition, as compared with income from endowment, was already larger at Illinois College "than at other colleges of like standing." They pointed out that at Illinois College more than one-third of the total income came from tuition, while at colleges like Wabash and Beloit the proportion was from one-fifth to one-fourth. The board left the matter of quarterly payment to the finance committee but naïvely suggested that if the scientific department needed additional equipment, Professor Parr "be requested to raise the necessary money to the extent of not less than \$2,000." Here was certainly a good example of the extreme to which the trustees had gone in confusing the functions and responsibilities of trustees and faculty.³⁴

As the years progressed, other changes occurred on the faculty. It may be said that the president in making new appointments continued, with few exceptions, to show that insight which marked him as a discriminating college executive. It was inevitable, however, that there should be some disappointments, and, occasionally, a little personal bitterness. What energetic administrator ever put through a policy and accomplished something worth while without occasionally disappointing friends and colleagues? The "self-denying ordinance" regarding professors' salaries, the promises made to attract capable instructors, which later could not be fulfilled, inevitably led to bitter disappointments. The surprise is that there were so few of such difficulties in the face of these trying situations. The faculty of the Tanner administration, undoubtedly, was a group of capable scholars and competent teachers with exceedingly few exceptions, and they gave loyal service to the College in some very trying times. Edward B. Clapp, who came to the

³⁴ Min., June 11, 1890.

College as instructor in Greek in 1882, was promoted to the Collins Professorship the next year, at the end of which he was granted a year's leave of absence to pursue his studies still further in Europe.⁸⁵ Mr. Johnston, who had been appointed instructor in Latin in the College when Mr. Harker took the principalship of the Academy, was made a full professor of Latin in 1886. Under Clapp and Johnston the classics must have been as well taught in those years at Illinois College as at any western college, if not better. Mr. Parr, who came as instructor in 1885, was promoted to the full professorship of agricultural science in 1886.⁸⁶

It was in this same year that Dr. Hiram K. Jones was appointed professor of philosophy. One of the most loyal and generous alumni ever graduated from the College, Dr. Jones was a philosopher



HIRAM K. JONES, '44

of some reputation, not to mention his standing in the medical profession of his generation. He had been graduated from Illinois College with the class of 1844 and belonged also to that small group who had studied medicine in the medical department of the College. In the field of philosophy he had made a distinct impression not only upon the local community but also upon a wider circle, as a student of Plato and German Idealism. He was associated with that interesting and influential group of idealists who conducted the Concord School of Philosophy in Massachusetts. McCosh of Princeton referred to him as "a genuine and representative member" of this school of philosophers. "I have taken a fancy for him," continues McCosh; "he has so much personality; he is so unlike his age, so unlike his

⁸⁵ Min., June 6, 1883; June 4, 1884.

⁸⁶ *Ibid.*, June 2, 1886.

country."³⁷ Dr. Jones counted both Bronson Alcott and Ralph Waldo Emerson among his friends.

Professor Storrs resigned in the spring of 1887 on account of the illness of his wife. He had filled the chair of natural sciences on the college faculty for a period of seventeen years, during which time he had given most loyal service. As in the case of many another capable scholar and scientist, the students did not always appreciate his qualities. The Collins Professorship of Natural Sciences remained vacant until 1891 when J. B. Shaw, a rather brilliant mathematician, who had come to the faculty as an instructor in 1890, was made Hitchcock Professor of Mathematics and Astronomy.³⁸ The faculty suffered, probably, its greatest loss in the fall of 1890 when both Professors Clapp and Parr resigned. The situation was made still more difficult for the College because both men resigned near the beginning of a college year. Professor Clapp left on the first of November in order to accept an assistant professorship of Greek at Yale. President Tanner resented his going at that time but could hardly deny that when salaries were reduced he had reached an understanding with this professor that he might be privileged to resign whenever he wished. Professor Clapp was the second Illinois College man to be called to the faculty of Yale, Edward Capps having been appointed an instructor in Latin at that University a little earlier.³⁹ Professor Clapp was succeeded temporarily by Henry E. Scott, a Harvard man who had spent two years in Europe, and then, more permanently, by Professor Milton E. Churchill, who came to Illinois from the faculty of Blackburn.⁴⁰ Professor Parr had been offered for the second time in 1890 a position on the faculty of the University of Illinois and now insisted that his resignation must be accepted. The trustees could not do otherwise than accept the resignation, to take effect on the first of the following January.⁴¹ His going was especially regretted by the students, for,

³⁷ McCosh, James, "The Concord School of Philosophy," in *Princeton Review*, Jan., 1882; see also a discriminating estimate of Dr. Jones in *Alcott and the Concord School of Philosophy*, by Florence Whiting Brown, 4, 5.

³⁸ Min., June 10, 1891.

³⁹ *Ibid.*, Oct. 29, 1890; *Rambler*, Oct. 11, 1890.

⁴⁰ Min., Oct. 29, 1890; *Prud. Com.*, Mar. 7, 1891; *Rambler*, Nov. 8, 1890.

⁴¹ Min., Oct. 29, 1890.

in addition to his fine work as an instructor, he had always taken an active part in student enterprises such as the glee club and the baseball team. Truman P. Carter, who had been graduated from Illinois College in 1885 and had since then studied at Cornell University and the University of Illinois, took over part of Parr's work, as an instructor in natural science, and some years later was promoted to the Hitchcock Professorship of Natural Sciences. In the fall of 1890 a very young Amherst graduate came to the faculty as instructor in rhetoric and elocution, who was to prove a valuable member of the staff, both as an instructor and as an active, wholesome friend of student enterprises. It was John M. Clapp, who was promoted in 1894 to the professorship of English and oratory. Nor in these comments on the faculty of the later years of the Tanner administration must one forget to chronicle the distinction which came to the College by the publication of *Cicero's Orations*, edited by Professor Johnston. It was the first of a series of publications by Professor Johnston, which were in time to win him a national reputation as a Latin scholar.

A comparison of the courses at the beginning and the end of the Tanner administration shows that there was considerable expansion in the curriculum. Most of this expansion occurred, as might be expected, in the field of science. Although a "scientific course" was scheduled in the earlier years, it meant little more than that the "scientifics" escaped Greek and for a time got through college in three years instead of four; otherwise the classical and scientific courses had been nearly identical. The College had some old pieces of apparatus for use in the course in physics, but, with that exception, there was practically no laboratory work, although Professor Storrs, it must not be forgotten, was a very well-equipped scientific scholar for his time, who had studied at the side of Remsen in Göttingen. As already noted, it was the inauguration of the agricultural department which helped in time to improve the general instruction in science. However little that department did for practical agriculture, it did much to improve science instruction in the College. Chemistry with laboratory practice, botany, physiology and histology, invertebrate zoölogy and entomology now found a place in the curriculum. The expansion along other

lines was not so notable, but English history, American literature, French and better organized work in political science helped still further to enrich the curriculum. Towards the end of the Tanner administration, the so-called philosophical course, leading to the degree of Ph.B., was introduced.⁴² This course required Latin, which was now no longer a requirement in the science course. In 1891 there existed the following courses, or departments of work: the old classical course (A.B.); the philosophical course (Ph.B.); the scientific course (B.Sc.); and the agricultural course, whose registrants, the catalogue stated, "will be encouraged to become candidates for the degree of bachelor of science, which they may do by remaining at the College and pursuing the studies of the senior year in the scientific course." In Whipple Academy, besides the college preparatory courses, there were the English course and the course "specially arranged for teachers." Furthermore, although the requirement for the different degrees did not yet necessitate a separate, detailed listing of courses in the catalogue, the different departments of instruction, such as Mental and Moral Science, Philosophy, History, Literature and Economics, Greek Language and Literature, Botany and Zoölogy, etc., began in 1888-1889 to be listed separately with appropriate descriptions of the method and content of the work of instruction.

Another "modern" tendency is seen in the reduction of the amount of Greek required for the A.B. degree, fifteen weeks of Latin being allowed as a substitute for ten weeks of Greek.⁴³ Still another indication of the better quality of work done in the later years of the Tanner period is seen in the increased requirements for graduation in the scientific course. Although for some years studies had been listed in the catalogue extending through four years for the scientific course, as a matter of fact students could complete the work for the science degree in two years and a half, and many did so, this being possible because the scientific course included studies in Latin and mathematics, and possibly other subjects, which some scientific students had already taken in the high school. This condition was

⁴² First announced in the cat. of 1888-1889.

⁴³ Greek and Latin were thereby put on a parity for the A.B. degree. *Rambler*, Apr. 18, 1887; cats. 1886-1887; 1887-1888.

changed, beginning in 1889, when entrance requirements were raised, and the "Philosophical Course" was introduced. From that time, four years were practically required for every degree, whether A.B., Ph.B. or B.S., although it was still possible to complete the agricultural course without a degree in three years.⁴⁴ The science laboratories in the later years of the Tanner period were housed in the basement and on the first floor of Crampton Hall. Four rooms had been fitted up for laboratory purposes in the basement and one room on the first floor.⁴⁵ The chemistry and biology laboratories were in the basement and the physics laboratory on the first floor. It was in the fall of 1890 that the physics laboratory was finally removed from Beecher Hall to Crampton. That Illinois College had a good scholastic standing, as compared with the best colleges of the country, is perhaps indicated by the fact that a student who left Illinois College in 1891, at the end of his sophomore year, entered Yale College with junior standing.

The administration of President Tanner witnessed a remarkable development of student activities. The days of simple diversions when students were satisfied to swing from bars in the college grove and join a "Peripatetic Club" whose members sought recreation in walking, were gone forever. To a certain extent this rising tide of student activities at Illinois College was part of that general development of student life in American colleges and universities, due chiefly to the growing interest in athletics and also, one must not forget, to those constantly increasing facilities for transportation which made *intercollegiate* contests among students more practicable. It is to be noted in passing that these intercollegiate athletic contests came later and developed more slowly in the West than in the East. Better railway facilities not only promoted intercollegiate athletics, but also enabled such organizations as glee clubs to give concerts in distant towns, and Christian associations and other student clubs to send delegates to state and national conventions.

For most of this period oratorical activity still held a place of prime importance in student life on the campus and in intercollegiate relations, but athletic events, first introduced as a sort

⁴⁴ Min., June 6, 1888; cats. 1887-1888; 1888-1889.

⁴⁵ *Rambler*, Oct. 11, 1890.

of "side show" at intercollegiate oratorical contests, gained steadily in importance in the eyes of the students. At first confined to baseball, the "side show" gradually expanded so as to include both track competition and football games at the annual intercollegiate oratorical contests. It was these athletic contests and their management at the meetings of the Intercollegiate Oratorical Association, that did much to foster the idea of or-



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organizing a general intercollegiate athletic association. If it was a good thing to have an intercollegiate oratorical association, why might it not also be a good, and perhaps an even better, thing to have an intercollegiate athletic association? The students of Illinois College played a more or less prominent part in the movement for the organization of an intercollegiate athletic association in the state of Illinois.

The Tanner administration not only witnessed important developments in baseball, but it saw the beginning of football as an organized sport and the beginning of track and field athletics; it contributed to our college history the first regularly organized and trained glee club; it saw the beginning of tennis on the campus, of cycling and, in a very amateurish way, also of student dramatics. The social life of the students likewise expanded for it was in this administration, in spite of strong discouragement from the college authorities, that the dance finally won a place as a recognized student activity. President Tanner's own home, filled by a family of attractive daughters and active sons and presided over by a gracious wife who always won the affectionate regard of the boys, became the center of a most wholesome social life. A party at the home of

the president—and there were many of them—was always an event of great joy on the student calendar.

It was both as a study in the college curriculum and as a student activity, that oratory continued to flourish throughout the Tanner period. "Exhibitions," both junior and freshman, and weekly "Rhetoricals" in chapel, not to mention the "Whipple Declamations," kept alive the interest in things declamatory and forensic. One obtains some idea of the interest taken in these oratorical contests when he reads that at one junior exhibition the crowd was so large that not only was "Armory Hall packed to suffocation," but "at least three hundred were turned away."⁴⁶ Strange to say, amidst all this oratorical fervor and in spite of occasional suggestions that a debate between the literary societies would be an excellent addition to the college calendar, the joint debate was not revived.

In this decade, as earlier, the state oratorical contests did much to promote intercollegiate relations among the students, and the history of intercollegiate oratory is therefore interwoven not only with the history of intercollegiate athletics, but with the general development of a better understanding among the colleges of the state. For example, the glee club sometimes accompanied the athletes and orators, to sing at these contests, and a few faculty members nearly always went along. Notwithstanding the petty disputes and squabbles which often marred the programs, these contests must have made a real contribution to general intercollegiate relations in Illinois and the Middle West.

In the earlier years of this period the students evidently did not have much success in the intercollegiate oratorical contests, the last winner from Illinois having been Richard Yates in the fall of 1879. Since then, alas, no student had brought home the prize. No wonder students began to complain and seek causes for these repeated failures. Something must be done to remedy matters. Both faculty and students turned their minds to the problem. Arrangements were soon made to give the juniors more practice in the delivery of orations. The College Association in 1885 elected a committee of five "to consider how the Association can arouse greater interest and training in

⁴⁶ *Rambler*, June 27, 1891.

oratory among the students, and how it can better select and support its orator to the Intercollegiate." The *Rambler* complained that the poor success of the Illinois College orators in this contest "has been wholly unworthy of our institution."⁴⁷

Finally after many meetings on the subject and the consideration of many motions, and many amendments to motions, the College Association adopted a new plan which, it was hoped, would furnish better orators and also protect the College against the evil results of jealousies between the literary societies. The College Association, according to the new plan, was to select an oratorical committee of three—one from each society and one from the faculty. This committee was to select two separate sets of judges—one on thought and composition and the other on delivery. Other provisions were designed to secure, so far as was possible, fairness in the decisions. The Association, furthermore, was to provide a prize of \$20 which was to be awarded to the winner of the Junior Exhibition and was to be used for his special training for the intercollegiate contest.⁴⁸

These discussions and reforms, reënforced by the natural ability of competitors, soon bore fruit. For example, the intercollegiate contest of 1886, held in Monmouth, proved a memorable one for the Illinois boys. In the size of the delegation that made the trip, in enthusiasm and, it may be added, in results, it is to be classed with the contest six years earlier, when William Jennings Bryan represented the College at Galesburg. The orator from Illinois in 1886 was Hugh M. Wilson. Great confidence existed in his probable success, for his oration on "Federalism" was considered to be superior in thought and composition, and his delivery was said to be unsurpassed. When the time came for the departure of the delegation, over fifty students and members of the faculty were ready to go. Professors Parr, Johnston, Clapp and Rayhill constituted the faculty delegation. The glee club and the baseball nine also went along. As on the earlier occasion, the trip was made by way of Chapin,

⁴⁷ *Rambler*, Nov. 14, 1885.

⁴⁸ *Ibid.*, Feb. 20, 1886. Much ill feeling was caused about this time by an unfortunate case of plagiarism in an oratorical contest involving a relative of a prominent trustee.

and the whole night was spent on the way, the boys arriving in Monmouth at four in the morning. At ten o'clock the ball nine, "strengthened by about three hours rest," went out on the diamond to meet the nine from Champaign and was defeated by a score of 17 to 11; the next day the boys from Champaign also defeated the Monmouth nine and were therefore declared the winners of the baseball series. The baseball enthusiasts from Illinois College found some consolation in defeating Knox in the afternoon of that day. On the evening of the first day, occurred the usual banquet and reception and in the evening of the second, the orators had their "innings." The prize was won by John H. Finley of Knox, later to win also the interstate prize and to become, in the lapse of years, President of his alma mater, President of the College of the City of New York, Commissioner of Education of the State of New York and now one of the distinguished editors of the *New York Times*. His oration on John Brown was indeed a masterful effort, showing some of those literary qualities which continued to win recognition for him in later years. Young Wilson was a close second, and in fact, if one of the judges had not taken pains to give him a very low rating, he would have won the contest. That the Illinois boys were greatly disappointed is indicated by the remark of the *Rambler*: "The announcement of the first was so unexpected that it took the Knox men at least a quarter of a minute to comprehend that victory was theirs and our fellows hardly had sense enough to cheer the second." When the Illinois boys returned to Jacksonville, they were received with almost as much enthusiasm as if Wilson had really won. "Upon reaching home, the boys found all their fellow students waiting upon the platform and abundantly equipped with tin horns and similar apparatus. Forming in line and bearing the orator at the head, all proceeded, about two hundred strong, to the public square, where the college cheer was given with a college students' fervor; thence to the College Hill, where the cheering was repeated before the residences of Professor Crampton and President Tanner, the church bells ringing all the time." Later in the night, humiliating to relate, the judge, who had given Wilson the low rating, was burned in effigy and the ashes sent "to their living representative." "Thus ended in triumph," ac-

cording to the standards of the *Rambler*, "our glorious Monmouth Trip."⁴⁹ Mention has been made of the later success of Mr. Finley; distinguished also was the later success of the Illinois orator, for he became the owner and editor of one of the leading trade journals of the country, *The Railway Age*.

The trip to Monmouth made the students prouder than ever of their alma mater, and gave them enthusiasm for the future. "Our trip to Monmouth," said the *Rambler*, "has been full of good results to the students of Illinois College. The visit to another college and the acquaintance with students of other institutions has not only given our men confidence in themselves and zeal for their College, but has also infused into them new ideas of college life and duties." It is to be added that Edward Capps of Illinois was elected president of the intercollegiate association for the following year and it was voted to hold the contest in Jacksonville.

So in the fall of 1887 occurred another intercollegiate oratorical contest in Jacksonville. As usual, a baseball tournament was also on the program. The weather for once was favorable and all events, both indoor and outdoor, were contested as scheduled. It must have been one of the most successful meets in state intercollegiate oratory and athletics held up to that time. The colleges represented in the intercollegiate oratorical contest were Monmouth, Wesleyan, Lincoln, Knox, Blackburn, the University of Illinois and Illinois College, and all these colleges, except Lincoln and Wesleyan, were also represented in the baseball tournament. It is hardly necessary to describe the preparations for the event. There were the usual high hopes and enthusiasm and perhaps more than the usual success in making arrangements for the entertainment of the crowd of visitors. Private families and local institutions coöperated in providing accommodations. It was even said that the local committee "almost succeeded in opening for our visitors the well-barred doors of the Female Academy." The conservative authorities evidently kept a dance off the program this time, but the seats in the chapel room were arranged "so as to permit promenading and large numbers were constantly in motion; others were taking it more quietly, seated around renewing old

⁴⁹ *Rambler*, Oct. 9, 1886.

friendships and forming new ones." A banquet was held in the study hall of Whipple Academy after the reception. The contest in oratory was won by the University of Illinois, G. B. Watkins of Illinois College being assigned fifth place.

Every game scheduled in the baseball contest was played with no unhappy incident except a little dispute between Illinois College and Knox regarding the eligibility of a Knox player who, it was claimed, "was a professional—and had never attended a recitation—though they claimed he had paid some tuition and would take a course in penmanship when he returns." This incident is mentioned not to suggest any invidious comparison with a sister college, but merely to show that in none of the colleges had there yet been much progress towards a well-conceived set of rules and regulations governing intercollegiate athletics. How could there be such a set of regulations when no permanently organized intercollegiate athletic association was yet in existence? Knox won the baseball tournament, the following being the scores:

Illinois vs. Monmouth	6-2
Knox vs. Blackburn	25-6
Monmouth vs. Illinois University	14-9
Blackburn vs. Illinois University	14-13
Knox vs. Illinois	14-3

It is worth while noting that at this time, chiefly on the initiative of Illinois College, preliminary steps were taken to form an intercollegiate athletic association. A constitution was adopted providing for an annual athletic tournament to be held at the time and place of the oratorical contests. The tournament was to include track and field events, as well as the baseball games.⁵⁰ However, before this constitution could become effective, it had to be adopted by the respective colleges, and, as events showed, most of them were not yet ready to take this step.

Not until the fall of 1891 was Illinois College once more successful in winning the state oratorical contest. The winner that year was Aurelius Willard Bartlett, '92, the subject of his oration being "The School and the State." It was generally felt

⁵⁰ *Rambler*, Oct. 8, 1887.

that the success of Bartlett and of Luther C. Hess in winning second place the previous year, was due in no small degree to the training which the Illinois College men were now receiving from the young and enthusiastic instructor in rhetoric and elo-



AURELIUS WILLARD BARTLETT, '92

cution, who had recently come to the faculty from Amherst—John M. Clapp. Needless to state there was a "grand celebration" when the boys returned from Monmouth, where the contest was held that year.

In the athletic meet held at the same time Illinois College was not so successful. Her baseball team was beaten by the University of Illinois, and in track and field events, as well as in tennis, victory perched on other banners. C. C. Carter of Illinois College won the shot put (32.75 feet) and the hammer throw (64.6 feet). That intercollegiate athletics were still in their infancy in the Middle West is evident from the fact that Monmouth had no track of any kind and the contestants had to adjourn to a country road for these events. It is also

worthy of note that it was in this meet that football appeared for the first time on the program, Lake Forest defeating the University of Illinois, 8 to 0, and Knox defeating Monmouth, 24 to 4. Like nearly all meets of those early years, the management of the affair was not an unqualified success. "Rows" oc-

curred among the colleges and there were even "collisions with the Monmouth police." College students still had much to learn in true sportsmanship and in the management of intercollegiate events of all kinds. Nor is it surprising that with oratory, football, baseball, track and field events, tennis, business meetings, a banquet and a reception all demanding attention, there was complaint that the program was too full. Even college youth could hardly stand such a pace. However, these boys, and perhaps also their elders on the faculties, were constantly learning more about the management of intercollegiate affairs. This year, for example, one learns that there was another intercollegiate athletic convention at which a president and other officers were duly chosen.⁵¹

Baseball remained the chief athletic sport in the decade of the Tanner administration. It continued to be played, of course, in the fall as well as in the spring, and to "make the nine" was the chief ambition of the student who had athletic ability.⁵² For years there was no football and so the boys kept on playing baseball until the wet, cold weather of the late fall made it impossible to play the game any longer. There was not only the regular college nine but usually also class teams and sometimes a Whipple team, although the best Whipple players usually played on the college nine. Games were played most frequently with the "Browns" of the School for the Deaf who often won, being one of the best local teams. Occasionally games were played with other town teams, such as the high school, the Stars, the Unions, etc. But interest in these local games never rose to the high pitch which characterized the intercollegiate games at the time of the state contests and meets. During these years, as in the preceding period, young faculty members who had the ability and agility continued to play on the nine, apparently without protest from competing colleges, which doubtless followed the same policy. Professor Johnston of the Latin department, playing on first or second base, and Professor Parr of the agricultural department, on first base, were among the best players on the team. In addition Professor Johnston served

⁵¹ *Rambler*, Oct. 10, 1891.

⁵² "Baseball has for many years held the most prominent place in the athletic sports of Illinois College." *Ibid.*, Apr. 24, 1886.

for a time as manager of the team, a circumstance which probably further explains the unusual success of the sport in Illinois College during those years. In 1887, when T. W. Smith and Edward Capps, seniors who had been members of the baseball team, were promised positions on the faculty, the *Rambler*



BASEBALL TEAM OF 1886

Standing: T. W. Smith, Prof. H. W. Johnston, Prof. S. W. Parr,
C. E. Sanders, F. E. Kennedy.

Seated: G. H. Wilson, R. D. Galbreth, Norman Triplett, Edward Capps.

facetiously remarked that while the trustees had at their annual meeting voted a purse to the leader of the glee club, "they assigned Mr. T. W. Smith, our heavy batter, and Mr. Edward Capps, our able fielder, to places in the college faculty, there to plan with first baseman Parr and second baseman Johnston for the interests of the College and the college nine. Some objection has been raised because Mr. John C. Rice,⁵³ also chosen a tutor, does not play ball. However, as he is a man of steady

⁵³ In later life on the Supreme Bench of the state of Idaho.

nerve, cool judgment and great courage, he may develop into an excellent umpire, so that this one infelicity can be overlooked.”⁵⁴ The baseball team of the spring of 1887 was probably one of the strongest teams which the College had turned out, to that date, or at least it must have ranked with Captain Antle’s famous team of 1879. It was the team of 1887 which defeated the University of Illinois at Champaign, although it had previously been defeated by the University at Jacksonville on Osage Orange Day.⁵⁵

Since this victory at Champaign was one of the great athletic events of the Tanner period, the history of the trip and game ought, perhaps, to be told. The defeat on Osage Orange Day made the boys eager to redeem themselves, and they went to Champaign determined to win. The glee club also went along on this occasion. Again one must let the boys speak for themselves: “Each student was laden with his gripsack, smiling countenance, and heart free from care and eager for the fun and pleasure in store. There were tender partings, and fond farewells were reluctantly bade the faculty for four days. Imagine the sighs of regret and the tear-stained faces, as they said good-bye to professors and flunks. Under the parental care of Professors Johnston and Parr, all were finally adjusted in the cars, and when the Latin Professor exclaimed, ‘sic semper tyrannis,’ the train pulled out.” The University band and an “immense crowd” gave a hearty welcome as the train pulled into the station at Champaign. The glee club concert, according to the testimony of the *Rambler*, was a great success. D. D. Smith, -86, “took the most prominent part and won repeated

⁵⁴ *Rambler*, June 20, 1887.

⁵⁵ The fame of this team must rest chiefly on its victory over the University for there is nothing very remarkable about its record as a whole. The following are the scores, so far as available:

Illinois College	18—Browns (Deaf)	21
Illinois College	8—Blackburn	18
Illinois College	8—Blackburn	2
Illinois College	6—Browns (Deaf)	17
Illinois College	17—Browns (Deaf)	15
Illinois College	6—Univ. of Ill.	13
Illinois College	11—Browns (Deaf)	22
Illinois College	19—Univ. of Ill.	16

encores by his rendition of the Serenade and Jack and I." Freeman, '91, and Watkins, '88, also seem to have won special applause. After the concert the chairs were cleared away "and the boys were given a fine opportunity to make the acquaintance of Champaign's fair ones." The next morning was "field day" at



BASEBALL TEAM OF 1890

Standing: J. R. Wills, A. C. Williams, W. B. Conover, F. W. Sanford,
A. W. Bartlett.

Middle Row: E. S. Pike, B. M. Stoddard, W. D. Robinson.

Front Row: R. F. Lenington, S. E. Jones, E. L. Trounstone, J. DeSilva.

the University and the visitors had an opportunity to watch the track and field sports. They had to admit that many of their own Osage Orange records were beaten, but they took some consolation in the fact that "the hundred yards time was eleven and two fifths seconds against our record of ten seconds." But for the Illinois College boys, the great event was the baseball game of the afternoon, when they beat the University team by a score of 19 to 16. It seems that the Illinois College team "went to pieces" in the ninth inning, when they were the first at

the bat, but they had won by that time such a lead over their opponents that in spite of six runs made by the University team, Illinois College was the victor. "After the last man was out, a perfect pandemonium reigned among our delegation over the victory which was won in spite of the way in which the team fell to pieces in the last inning. The batting of our men was excellent, no less than twenty-three hits being scored off Beadle's delivery. Capps, Parr, Triplett and Wilson did the best work for our team, and Johnston's play until the ninth inning was perfect."⁵⁶

Track and field sports followed closely after baseball in the development of athletic sports on the campus. This was perhaps natural, since these sports are more or less individual and do not require much team organization or very elaborate preparation.

Tennis and cycling also made their first appearance on the campus in this administration. Tennis apparently began to be played "on the Hill" in 1883 and its introduction was due to the activity in that sport of Professor E. B. Clapp and especially of a young Harvard man, H. M. Clarke, who took the place of Professor Clapp in Greek when the latter went abroad in 1884-1885. The western boy at first looked with disdain upon tennis. In his eyes it was "an old maids' game," a sport for "those students who fear ill effects from too violent physical exertion and those who are afflicted with a malignant type of spring fever," evidently referring to the fact that it was often played with young ladies. Tennis, in the opinion of a contributor to the *Rambler's* "Miscellany," was a game primarily intended for "women and children" and for others who enjoy themselves with "mumble-peg" and "marbles" but when a person goes to college, "he is supposed to put away all of those things and to act like a man and do what men do."⁵⁷ It is possible that the personal characteristics of Mr. Clarke may have had something to do with the fun which was at first poked at tennis. However the sport was a good one and having already stood the test of the ages, it was bound to grow in favor with the students of Illinois College as with youth everywhere. A

⁵⁶ *Rambler*, June 20, 1887.

⁵⁷ *Ibid.*, Oct. 20, 1883; Mar. 29, 1884; May 2, 1885.

few years later the *Rambler* reported that tennis is "all the rage on the Hill."⁵⁸ The first tennis tournament "on the Hill" was held in the fall of 1889 and was won in singles by P. H. Epler, '92, and in doubles by J. A. Capps, '91, and J. E. Fairbank, '94.⁵⁹ After that tennis continued for some years to find a



PERCY H. EPLER, '92
An Early Champion in Tennis.

place on the regular program of student activities and it was also soon introduced into intercollegiate sports at the state oratorical contests.

Cycling had its day at Illinois College as elsewhere. It came to the campus a little later than tennis. It was in the early fall of 1890 that the Illinois Cycling Club was organized with J. A. Capps, '91, as president and Arthur D. Black, '92, as captain of the team.⁶⁰ The first road race was held that fall from the "Point Church" on the Mound road to the campus. Arthur Black won on a

Singer Safety, with Capps second, also on a safety. F. A. Padgett, '92, and Maurice B. Keplinger, '91, Edward G. Bradley, W.A., and E. K. Putnam, '91, were also among the pioneers of this sport "on the Hill."⁶¹ The number of students who rode wheels rapidly increased, and later that fall there was a race with the Jacksonville Wheelmen, a city club, which was won by the college team, Black and Capps being the first to cross the line at the Dunlap Hotel.⁶² The second annual road race of the College Club was won by Henry W. Kirby, '94.⁶³

⁵⁸ *Rambler*, Nov. 26, 1887.

⁶⁰ *Ibid.*, Oct. 25, 1890.

⁶² *Ibid.*, Dec. 6, 1890.

⁵⁹ *Ibid.*, Nov. 2, 1889.

⁶¹ *Ibid.*, Oct. 25, Nov. 8, 1890.

⁶³ *Ibid.*, Nov. 7, 1891.

Football, as a regularly organized sport, seemed to develop very slowly at Illinois College as in other western colleges. Again and again the *Rambler* exerted itself to create an interest in this sport, but so long as baseball occupied the center of the stage in the fall, it seemed impossible to accomplish anything for football. In spite of the fact that a team at the School for the Deaf invited competition, the sport remained in a very embryonic condition during most of the Tanner administration. It was not until nearly the last year of this decade that a regularly organized football team emerged.

The following item in the *Rambler* lifts the curtain on the variety of football in vogue on the campus in the fall of 1882:

Football is a popular amusement on the campus. The old ball has been mended—thanks to Climer [Clymer] and A. Beggs—and it is the source of much healthy sport.⁶⁴

The next fall the student paper wanted to know whether the sport was dead, because the college football happened to have a hole in it. "We must buy another football," was the slogan of the editorial.⁶⁵ In 1885 when the baseball season was over, the *Rambler* again renewed its attack and urged that it was highly desirable that football be started in order that there might be some outdoor exercise and fun in the winter.⁶⁶ A book of football rules was sent for; in December another football was secured and a little later that winter "after supper the dormitory students" occasionally "got out the football and tried their kicking abilities."⁶⁷ The next year when no team was organized, the *Rambler* absolutely despaired: "The football team has failed to materialize as yet. Since there have been so many failures to awaken interest in this sport, we are unavoidably driven to the conclusion that the cause must lie in the physical inability of Illinois College students to perform this feat."⁶⁸ The next year Thomas W. Smith, '87, who had gone to Yale, wrote back giving a glowing account of athletics at that institution, evidently with the thought of stimulating some interest in football at his own alma mater. He told his fellow

⁶⁴ *Rambler*, Oct. 21, 1882.

⁶⁵ *Ibid.*, Dec. 1, 1883.

⁶⁶ *Ibid.*, Nov. 14, 1885.

⁶⁷ *Ibid.*, Nov. 28, Dec. 12, 1885; Feb. 20, 1886.

⁶⁸ *Ibid.*, Mar. 13, 1886.

students back home that at Yale "football is the big fall game." He explained how "rain or shine, five afternoons a week the 'float' leaves the college fence with the 'varsity eleven and a picked team for an hour and a half of practice." Then followed some account of the preparation for the big game with Harvard in New York.⁶⁹

It was not until the fall of 1890 that some sort of team was gotten together and "a match game played with the 'mutes' at the School for the Deaf."⁷⁰ The score was 4 to 2 in favor of the "mutes," "they having secured a touch down and the college a safety." "There was some question about one touch down which the College secured which would have changed the result had it not been given up to end an otherwise endless wrangle." The names of the Illinois College men, who, after all these years of effort, finally represented the College in its first match game of Rugby football, deserve to be recorded. They were: rush—J. C. Epler, -93; G. F. Dinsmore, -94; J. R. Wills, '91; B. M. Stoddard, '91; Thomas Russel, W.A.; G. R. Bradley, -93; E. E. Cline, W.A.; quarter back—P. H. Epler, '92; half backs—Powell Puffer, W.A.; and J. A. Barber, '94; full back—Robert Kelly, W.A. An Illinois College eleven now seemed to be an assured fact, and students were urged "to keep the ball rolling."⁷¹ Practice apparently was obtained with a team which had been gotten together among the students of Whipple.⁷²

By the next fall, football became a definitely established sport both at Illinois College and several other colleges of the state. We read, for example that Knox, Wesleyan, the University of Illinois and Eureka met in conference and organized a football league that fall.⁷³ The activity in football in the East and this action of some of the other colleges of Illinois greatly stimulated interest in the sport on our own campus. Were it not for the fact that baseball was still regarded as a fall sport, the development in football would probably have been much more rapid. Furthermore, it was difficult to find competing teams within easy travelling distance, although there was always the

⁶⁹ *Rambler*, Nov. 12, 1887. Letter not signed but evidently written by Smith.

⁷⁰ *Ibid.*, Dec. 6, 1890.

⁷¹ *Ibid.*, Dec. 12, 1890.

⁷² *Ibid.*, Nov. 8, 1890.

⁷³ *Ibid.*, Oct. 24, 1891.



THE FOOTBALL TEAM OF 1891

Top: John Morrell, C. F. Wemple, Thomas Russel, T. E. Laurie,
Paul Dowdall, Crum Epler, Alex. Campbell, James M. Duer,
G. A. Wolford.

Seated on Floor: Harry Frizzell, Maurice Justice, A. D. Black, Arthur Woods.

"Deaf and Dumb" team near at hand and ready for a game. In the fall of 1891 an Illinois College eleven was put into regular football suits—"new suits of white duck with blue caps and stockings." There was also a second eleven, but the boys hardly got well started in their sport until late October. "Earnestly commenced last year; reorganized with better material this year, football has secured," says the *Rambler*, "a firm establishment at Illinois College."⁷⁴ Apparently the only game with an out-of-town team was that with the Quincy High School, played in Jacksonville on Thanksgiving Day, the score being, Illinois, 36; Quincy, 4. No intercollegiate game was played this year, although negotiations for one had been opened with Wesleyan.⁷⁵

⁷⁴ *Rambler*, Dec. 19, 1891.

⁷⁵ *Loc. cit.* The scores of other games played by this team were as follows: Illinois, 78; School for the Deaf, 0; Illinois, 12; second eleven, 0.

From what has been written, it is evident that the cause of intercollegiate athletics made considerable progress during this decade, although the establishment of a functioning intercollegiate athletic association seemed a slow and difficult process. The Illinois College students took an early and warm interest in the idea of organizing some kind of an association among the colleges of the state for the management of intercollegiate athletics. As intercollegiate baseball games continued to be played and as other events such as track and field meets, tennis and especially football came to be added to the intercollegiate program, and especially as bitter controversies regarding the eligibility of players so often marred these contests, it became evident to the clear-thinking student leaders that some general rules and regulations would have to be adopted for the management of these affairs. To accomplish this, a general intercollegiate athletic association of some kind would evidently have to be organized. There was still another factor in the situation which western colleges, prominent in athletics, soon began to realize—if records made in the West were to have any “standing” in competition with eastern records, there would have to be some kind of an intercollegiate organization in the West as well as in the East.

It is not surprising that the first sign of interest in a general association manifested itself in a movement for an intercollegiate baseball association to manage that major intercollegiate sport. For example, at the same time when the students of the College formed a local baseball association in the early fall of 1885, they appointed a committee “to correspond with the colleges of central Illinois in regard to the sending of delegates to the Intercollegiate Convention,” which was to meet in Carlinville that fall. These delegates were “expected to arrange a series of games between nines from the different colleges for the championship of central Illinois.” “The committee,” it was furthermore stated, “is now in correspondence with Knox, Monmouth, Blackburn, and Wesleyan.”⁷⁶ Of course the fact that the Illinois College boys had, or thought they had, strong nines during these years stimulated their interest in an intercollegiate baseball association, which might decide the question

⁷⁶ *Rambler*, Sept. 26, 1885.

of championships. However, so far as information at hand shows, nothing was done at Carlinville in 1885 towards the formation of an intercollegiate baseball association; nor was any progress made in this direction at the next intercollegiate contest at Monmouth. The *Rambler* meantime kept up its editorial campaign on the subject of an intercollegiate athletic association. At the fall oratorical and athletic meet in Jacksonville in 1887, a full constitution for a proposed Illinois Intercollegiate Athletic Association was finally drawn up but it was never adopted by any considerable number of colleges and was therefore never put into actual operation.⁷⁷ The definition of a "bona fide student" in this constitution will be of interest as showing the status of student opinion on this delicate question. "Bona fide students," according to this constitution, "shall be understood to be those attending college for the sake of study and shall manifest this intention by the attendance upon two or more college exercises from the beginning of the term in which the contests shall occur." If this constitution had been adopted, evidently the members of the faculty would have been thrown off the teams in these intercollegiate contests. As late as the spring of 1889, the *Rambler* had to confess that the effort to form an intercollegiate athletic association had been "fruitless."

It was not until the spring of 1892 that something definite was accomplished and then, happily, it was not simply a state organization but a general mid-west association which was formed. The leaders this time were Washington University of St. Louis and the University of Illinois. Both had issued invitations to other colleges for an athletic meet in the spring of that year, with the added suggestion that delegates be empowered to act in the organization of a western intercollegiate athletic association.⁷⁸ It seemed for a while as if the movement would again fail because of the conflict of invitations but, in the end, Washington University gave up its plan and coöperated in the movement for a meet and a convention at Champaign.⁷⁹ Accordingly, a convention of delegates assembled at Champaign and adopted a constitution, thus launching a "Western Intercollegiate Athletic Association." The constitution adopted was that of the

⁷⁷ *Rambler*, Apr. 28, 1888.

⁷⁸ *Ibid.*, Apr. 9, 1892.

⁷⁹ *Ibid.*, May 7, 1892.

Eastern Intercollegiate Athletic Association with a few necessary changes. The objects of the new association were stated to be the establishment of athletic records in the West "which will be recognized by the Eastern Intercollegiate Athletic Association; also to further interest in athletics and hold an annual field day."⁸⁰ The fact that Illinois College was represented on the first executive committee of this association is some indication of the standing of the College in western intercollegiate athletics of that time.

Before dismissing the subject of intercollegiate athletics, it remains to record a few facts regarding the actual participation of Illinois College in the earliest intercollegiate track and field meets. Apparently the first state intercollegiate track and field meet was held at Galesburg in connection with the oratorical and baseball contests in the fall of 1889. "At last," rejoiced the *Rambler*, "we are to have intercollegiate athletic contests. It is for this that 'old Illinois' has so zealously striven and at last her efforts are to be rewarded."⁸¹ However, Illinois College did not make the showing which she confidently expected to make in this first state intercollegiate track meet. The scores in points stood as follows: University of Illinois, 17; Knox, 14; Monmouth, 14; Illinois College, 6. The following students contested for Illinois College, although the account of the meet unfortunately fails to indicate who won the points: J. R. Wills, shot put; J. E. Fairbank, high jump; C. E. Blackburn, throwing hammer; W. D. Robinson, mile run. It is evident that no Illinois College student won a first place, since the *Rambler* is discreetly silent on that item. Tennis was also on the program of this meet. Illinois College won the doubles against Knox and Monmouth, being represented by J. A. Capps, '91, and J. E. Fairbank, -94. P. H. Epler, '92, of Illinois, lost the singles to Monmouth.⁸²

The second state field and track meet was held at Bloomington the following fall, again, of course, in connection with the oratorical contest. In preparation for this meet preliminary contests were held for the first time by our athletes in order to determine who should represent the College. The meet seems

⁸⁰ *Rambler*, May 21, 1892.

⁸¹ *Ibid.*, Sept. 28, 1889.

⁸² *Ibid.*, Oct. 19, 1889.

to have been poorly managed and in addition the Illinois men, according to the *Rambler*, "had hard luck." However, Illinois College won third place, the State University being first and Knox, second. J. R. Wills was first in the hammer throw at 70 feet, 5 inches; W. D. Robinson won second in the 220 and quarter-mile; W. B. Conover, second in the ball throw; R. F. Lenington, second in the mile run; J. R. Wills, second in the shot put, and A. S. Loving, second in the 100-yard dash.⁸³

In the important general meet of western colleges at Champaign in the spring of 1892 when the Western Intercollegiate Athletic Association was formed, Illinois College finished in sixth place. The following was the order of the contestants in this meet:

<i>College</i>	<i>Points</i>
1. University of Illinois	42
2. Washington University	30
3. Northwestern University	27
4. Rose Polytechnic	11
5. Christian Brothers	9
6. Illinois College	7
7. Iowa College	6
8. Purdue University	3
9. Lake Forest University	0

The following were the point winners for Illinois College in this first western intercollegiate athletic meet: C. C. Carter, 1st in shot put; D. W. Craig, 3d in mile run and A. D. Black, 3d in the bicycle race.⁸⁴

Another important contribution which the Tanner administration made to student activities was the glee club. Some old alumni have made the claim that a glee club existed earlier but the reminiscences of these "old timers" show that the so-called earlier glee clubs were only small, irregular groups of students who occasionally sang "at mite society" meetings and prize declamation contests, and once in a while indulged in night serenades at the Methodist Female College and the Female Academy, the last, as the reminiscences delight to recall, often

⁸³ *Rambler*, Oct. 11, 1890.

⁸⁴ *Ibid.*, May 21, 1892.



IRA W. DAVENPORT



EDWARD P. IRVING



BEDFORD BROWN

interrupted by the local constable.⁸⁵ W. E. Catlin, '45, recalls a trip which the boys of his generation once made to Springfield to sing in a concert. Among the distinctive college songs of that early day were such ditties as "Old Grimes Is Dead, That Good Old Man," "On a Bank Two Roses Fair" and "Cram-bambuli." The first suggestion for the organization of a glee club seems to have been made in the spring of 1883, when a number of students, with some ability as songsters, were brought together by Professor E. B. Clapp and drilled to sing at the Junior Exhibition of that year. Their singing was very much appreciated, and at once the thought of a regular college glee club began to take form.⁸⁶ As soon as the students returned the following fall, the subject was again taken up and in October at a meeting held in the college chapel, a club was definitely organized.⁸⁷ Professor Clapp was on hand to give his encouragement to the movement, and after some preliminary discussion, Bedford Brown, '84, was elected president of the club, E. P. Irving, '84, secretary and treasurer, and Ira W. Davenport, '85, musical director. "Songs of Yale" was adopted as the song book and regular weekly practice was begun. "Our glee club is prospering and the interest in it is unabated," reported the *Rambler* about a month later.⁸⁸ In the spring of 1884, the club gave its first concert as a benefit for the college Y.M.C.A., to enable that organization to purchase some furnishings for its new quarters in Sturtevant Hall. The concert was evidently a success musically and financially, the club turning over about one hundred dollars to the Christian Association.⁸⁹ The boys also sang at the Osage Orange Day festivities that spring. The club consisted of about thirty members, little attempt being made to restrict membership to those who really could sing. The next fall, when Professor Clapp was absent in Europe, Mr. Parr, the new instructor in agriculture, began to take a warm interest in the club—an interest which was to go on increasing until he became one of the mainstays of the organization. In the course of the next college year (1884-1885), mem-

⁸⁵ Reminiscences by R. Wolcott, '59, *Rambler*, Oct. 22, 1887.

⁸⁶ *Ibid.*, May 26, 1883; Jan. 15, 1887.

⁸⁷ *Ibid.*, Sept. 29, Nov. 10, 1883.

⁸⁸ *Ibid.*, Dec. 22, 1883.

⁸⁹ *Ibid.*, Apr. 26, May 17, 1884.

bership was made more limited and in addition to giving a concert in Jacksonville, the club made trips to nearby towns like Waverly and Virginia.⁹⁰

During the next few years the club steadily improved in quality so that it is probably true to say that the Tanner administration not only produced the first glee club but also one of the best in the history of the College. Its concert tours widened in extent from year to year; for example, in 1886-1887 concerts were given not only in Jacksonville but also in such towns as Roodhouse, Waverly, Whitehall, Griggsville, Springfield and Champaign. The Reverend R. O. Post of the Congregational Church, Springfield, wrote President Tanner: "The boys were a splendid 'ad' for the College both off the stage and on. I have been stopped on the street by almost every one with praise for your boys and our girls."⁹¹ At this time Professor Parr had become the director of the club and his interest and enthusiasm undoubtedly had much to do with the success of the enterprise. The club began to be called "Jacksonville's favorite musical organization." In 1888-1889, besides concerts in the smaller towns near Jacksonville, the club also made a tour into the northern part of the state, singing at Forrest, Aurora and Chicago.⁹² In 1891-1892, the concert tour included the following towns: Decatur, Virden, Springfield, Waverly, Petersburg, Ashland, Pittsfield, Quincy, Litchfield and Louisiana, Missouri.⁹³ Among students who seem to have received special mention for their singing during these years, were D. D. Smith, '86, G. B. Watkins, '88, L. H. Freeman, '91, Charles A. Rowe, '89, A. M. Cross, '91, Willard Bartlett, '92, and Clarence E. Sanders, '89, while among townspeople who often assisted the club as soloists were R. M. Hockenhull, Mrs. A. W. Freeman and Wallace P. Day. When Professor Parr left the faculty in 1890, it looked for a time as if the club might suffer a serious set-back, but R. M. Hockenhull, '79, a very well trained and talented singer, came to the rescue and assumed direction of the club. At first under his direction, the club seemed to sing songs of higher quality than students and

⁹⁰ *Rambler*, Dec. 20, 1884; Feb. 2, 13; Mar. 14, May 2, 1885.

⁹¹ *Ibid.*, Apr. 18, 1887.

⁹² *Ibid.*, Mar. 14, 1887; June 22, 1889.

⁹³ *Ibid.*, June 11, 1892.



GLEE CLUB OF 1891-1892

Top: G. C. Lenington, S. W. Beggs, Prof. T. P. Carter, O. A. Wemple, C. F. Wemple, John Morrell, J. A. Campbell, William Waters, H. W. Ruffner.

Middle: A. S. Loving, C. L. Orr, Prof. J. M. Clapp, Eo Nash, T. J. Simons, W. B. Curtiss, W. H. Garrett.

Bottom: A. W. Bartlett, P. F. Kirk, L. H. Cornell, H. H. Carter, S. E. Jones.

the general public were ready to enjoy, but a better balance between classic and popular music was soon reestablished to the satisfaction and pleasure of all. Mr. J. M. Clapp, the new instructor in English, also did much to foster the club in the later years of the Tanner administration. In 1891 a banjo and mandolin club was also organized and did much to vary the musical programs and increase the popularity of the glee club. Emma Marie Pheatt was musical director of the first banjo and mandolin club, and Arthur D. Black, '92, was manager, A. W. Bartlett, '92, being "leader" the next year.⁹⁴

Another student enterprise which attained a high measure of success—perhaps the highest success which it has ever had—was the *College Rambler*. The claim was made, and we can well believe it was justified, that "the *College Rambler* has become in size and circulation, the leading college paper of the

⁹⁴ See *Cerberus* and *Hercules*.



BANJO AND MANDOLIN CLUB OF 1891

Standing: Otis Boston, H. H. Carter, Clement Kirby, W. T. Capps.
Seated: T. H. Buckthorpe, W. B. Curtiss, F. B. Fox, H. W. Kirby,
S. B. Stewart, A. D. Black.

state." The paper must also have held high rank from an editorial standpoint, for it certainly was well edited. In tone and quality it must have compared favorably with any college periodical of that time, conducted on the combined plan of furnishing news and providing a medium for the literary expression of the student body. It is true that this "literary expression" consisted mostly of the reprinting of essays and orations that had been submitted in various college competitions, and to a certain extent smacked, therefore, of that variety usually described as "sophomoric." It is not these essays and orations but rather the distinctly well-written editorials and news items that attract one's attention. Furthermore, the paper's general policy and attitude towards student affairs, involving occasionally stirring problems of student discipline, was dignified and independent. The editors did not hesitate at times even to support the faculty in spite of the pressure of student public opinion.

Its general policy, so far as concerned the balancing of news and literary features, was well stated in a reply to a criticism from an "exchange" that the *Rambler* was giving too much attention to baseball. "A college bi-weekly," the *Rambler* replied, "should not aspire to be a magazine. Its field, to our mind, is two-fold: to give its readers literature and at the same time matters of local interest; to take the middle ground be-



RAMBLER BOARD, 1886-1887

Standing: D. C. Catlin, H. M. Wilson, W. E. McElfresh, A. A. Tanner,
H. L. Forbes.

Seated: Edward Capps, W. S. Beadles.

tween the college daily or weekly and the monthly. This, we hold, in a college where only one paper exists, is the only true course." This policy, so well and clearly stated, was consistently followed by the *Rambler* during most of the years of the Tanner decade. Of course, one does not mean to give the impression that the high quality of the paper was uniformly maintained during all of the ten years of this period, for naturally the tone varied somewhat with changing editorial boards. Among the students of that generation who contributed most largely to the success of the *Rambler* may, perhaps, be mentioned such editors as I. W. Davenport, '85, Thomas W. Smith, '87, Edward Capps, '87, R. H. K. Whiteley, '87, and Allan

Tanner, '88; and such business managers as Hugh M. Wilson, '87, W. E. McElfresh, '88, and Walter S. Beadles, '89.

Although at one period an effort was made to change the system of business management, the paper continued for most of the time on the plan of a stock company.⁹⁵ The faculty gave no definite college credit for work on the *Rambler*, but did, for a time, excuse the editors from part of their regular rhetorical work.⁹⁶ During this decade, the *Rambler* made it a practice to publish book reviews. Circulation under the successful management of H. M. Wilson reached nearly 400. The paper later became a member of the Western College Press Association.⁹⁷ Near the end of the Tanner period one of those perennial controversies between the literary societies threatened the prosperity of the paper; for example, immediately after the Christmas holidays of 1891-1892, all the Sigma Pi members of the staff and of the stock company resigned in a body. It is hardly worth while to enter into the details of this controversy, which, like wind and storm, was always to be expected sooner or later.

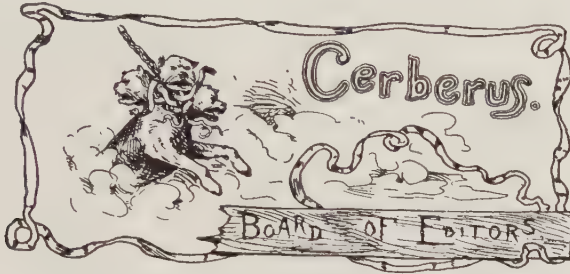
The Y.M.C.A., started in President Crampton's administration, grew to enlarged strength and activity in the time of President Tanner, although there was a lapse of interest and activity in the last year or two. The new president supported it heartily, doing what he could to give it not only inspiration but also material help. Very early in his administration, for example, quarters were assigned to the association in the chapel building (Sturtevant Hall), a neatly furnished room being provided, where magazines and newspapers could be found and where conferences and meetings of all kinds could be held. Religious services were usually held after the Sunday sermon and also in the middle of the week. Delegates were often sent to the Moody Bible School at Northfield, and when the Geneva Conference was started in the West, delegates were sent to that conference. Class prayer meetings were organized, and an annual reception given to new students in the fall; for several years, the association published a small guide for new

⁹⁵ In 1884, *e.g.*, the old stock company was abolished and a "directory" formed, which was to elect and control the editorial board, but the next year the stock company was reestablished. *Rambler*, Mar. 15, 1884; Feb. 21, 1885.

⁹⁶ *Ibid.*, Feb. 19, 1887.

⁹⁷ *Ibid.*, Apr. 23, 1892.

students. In 1886, the *Rambler* remarked: "There has not been such an awakening in the subject of religion here for years." In the fall of 1891 the state convention of the Y.M.C.A. was held in Jacksonville—a meeting worth noting since it was ad-



Arthur D. Black-

Editor-in-Chief.

Will D. Robinson.

Geo. C. Livingston.

C. F. Gillespie ...

TITLE-PAGE OF THE FIRST ANNUAL

dressed by John R. Mott, then a young man recently out of college but already showing himself a peerless leader of young men in their religious aspirations.⁹⁸

Another contribution which the students of this generation made to student activities was the college annual. The first Illinois College annual was the *Cerberus*, published by the class

⁹⁸ E.g., see *Rambler*, May 29, Mar. 15, 1884; Mar. 13, Apr. 26, Oct. 9, 1886; June 20, 1887; June 9, 1888; Nov. 30, 1889; Feb. 22, June 14, 1890; June 27, Oct. 24, 1891.

of 1892 in the spring of 1891. The editor-in-chief was Arthur D. Black, and his associates on the editorial board were Will D. Robinson, George C. Lenington and Philip F. Gillett. It was,



J. Crum Epler ΣΠ

Managing Editor

Will H. Stevenson ΦΑ

Utten E. Read ΦΑ

Samuel H. Beggs ΣΠ

TITLE-PAGE OF THE SECOND ANNUAL

on the whole, a creditable publication, following the usual plan of such annuals from that day to this. The class hoped, of course, that it was establishing a precedent. "We hand," said the editors in their preface, "Cerberus' chain to '93 and trust

that in a year they will lead him forth to bark and bite at his good pleasure." The class of 1893 was small in numbers and, perhaps, somewhat lacking in class spirit and it therefore looked for a time as if Cerberus would be allowed to slumber. However, in the end, 1893 loyalty accepted its responsibility, although, to show its independence and originality, it named its annual, *Hercules*. J. Crum Epler was managing editor, with Will H. Stevenson, Utten E. Read and Samuel W. Beggs as associate editors. The volume very appropriately was dedicated to the late president, and contained a fine tribute to Dr. Tanner by his classmate, Charles D. Kerr.

How fruitful the administration of President Tanner was in student activities becomes still more apparent when we discover that the "Dorm Court"—that institution of blessed memory and somewhat unsavory reputation—originated in these years. It is true, there is a reference to a dormitory court in the administration of Professor Crampton.

For example the *Rambler* of February, 1878, remarks that "the dormitory court has adjourned for a time"—but so far as records and reminiscences reveal anything, to adjourn was the only function which this particular court ever performed. Again two years later something called a "College Court," sprang into existence, but although, unlike the other, it was not a stillborn child, it apparently survived only a short time and could not have been the beginning of the real "Dorm Court." It in fact was only an effort to organize a moot court that might



HENRY W. FRANZ

College Janitor for a Quarter of a Century.

give prospective lawyers a chance for a little training. William Jennings Bryan is mentioned as one of the attorneys who with "Jack" Drennan, "Jerry" Donahue and E. H. Crampton practiced at the bar of this court.⁹⁹

The dormitory court from which the recent institution traces direct descent was born after Dr. Crampton had given up his presidential duties. According to the reminiscences of W. E. Hull, it was Frank L. Tomlinson, -85, who conceived the idea of a dorm court. Young Tomlinson resided in the northwest room on the first floor of the north hall of the dormitory, and he collaborated with M. G. Clymer, -87, and young Hull, who were roommates, in setting the machinery of a dorm court in motion.¹⁰⁰ The original object of the dorm court in the days before its degeneracy was not at all the hazing of freshman but rather, according to Mr. Hull (1) to give dormitory boys who might be interested an opportunity for a little practice in moot court work; (2) to deal out justice and penalties to dormitory boys who were "fresh" and interfered with the comfort of their fellow students in the dormitory; and (3) to provide amusement and refreshments. It was a court of dormitory boys for dormitory boys, and to a certain extent represented an attempt at self-government in the turbulent life of that hall. The following "editorial send off" in the *Rambler* of Jan. 27, 1883, throws further light on the beginnings of the court:

A new feature of college affairs is the dormitory court recently organized among the students. The question of its organization has been frequently agitated and on one or two occasions in the past the discussion has assumed the shape of something tangible, but not until recently has its organization been perfected, officers elected and a code of laws adopted. The court will only have jurisdiction over those students rooming in the dormitory. The moot court is a good institution if properly conducted, but care should be exercised to properly restrain the tendency to make amusement out of every trivial offense. We shall await with interest the result of this embryo attempt at student government.

The first officers of this court were F. L. Tomlinson, -85,

⁹⁹ *Rambler*, Dec., 1880.

¹⁰⁰ Clymer and Hull were both at that time in Whipple.

judge; J. W. Dalbey, '85, sheriff; F. M. Stevenson, '84, prosecuting attorney; and G. P. S. Higgs, -86, clerk.

The same issue of the *Rambler* contains an account of a case tried before this early court:

An interesting case was tried before the dormitory court last Saturday evening. The case was the Dormitory vs. Hull, for conspiracy to defraud and injure one Price. Welles presided over the court; J. W. Dalbey discharged the duties of sheriff, H. C. Adcock was the clerk. The firm of Stevenson and Merritt appeared for the defense and Dunaway and Tomlinson conducted the prosecution. After much difficulty Fallis, Beggs, J. T., Higgs, Merritt, K., Brown, R., and Vernon, a number of witnesses, were examined, and stirring speeches were made by the attorneys on both sides. The honorable and upright (?) judge instructed the jury that if they found the defendant guilty they were to assess his fine at not less than a peck and not more than a half bushel of peanuts. If they found the defendant not guilty, they should charge the costs to the prosecuting witness. So the jury might bring in a verdict "for the defendant or for the prosecution, but it would be for the peanuts all the time." The jury, after remaining out for a short time, announced through their foreman, Mr. Fallis, their verdict—guilty—and assessed the defendant's fine at a peck of peanuts.

Other cases came before the court that winter and early the next fall the court was again in operation as the following item in the *Rambler* of September 29 testifies:

The dormitory court held its first session last Saturday evening, with Judge Tomlinson in the chair. The case brought forward for trial was, Dormitory vs. Pope, Clymer and Galbreth, on a charge of embezzlement. Stevenson and Hull conducted the case for the people, and Bond and Beggs for the defense. After a rigid examination of witnesses the case was given to the jury, and the verdict "not guilty" was rendered. The judge, jury, lawyers and spectators then devoured a half-bushel of apples at the expense of the prosecution. The court was then adjourned *sine die*.

No matter which side lost the case before the court, the crowd was always sure of a "treat," for the losing side, whether prosecution or defense, always had to "set up" the peanuts, apples or other refreshments. It is evident that while there was a great deal of fun connected with the proceedings and, doubt-

less at times, some boisterous conduct, there was also a vein of serious purpose running through the whole thing. If a student damaged another's property, he was likely to be haled before the court and dormitory abuses of various kinds were thereby held in check. Protests were made against purely trumped-up charges and against the punishment of the guiltless.¹⁰¹

In the spring of 1886 occurred a case of hazing on the campus which was probably the outstanding student disturbance of that generation. It seems that one evening in May a group of dormitory boys entered the room of a newcomer and subjected him to various varieties of hazing. Apparently this student made complaint to the faculty, or at any rate the names of the chief perpetrators were reported to the authorities and President Tanner called in five of the boys and, with more or less good nature, warned them to desist from any further interference with the liberties of their fellow student. "It was supposed there would be no further trouble." However, a week later this student's room was again entered, his bedclothes taken away, a bucket of water thrown upon him, "and many other tricks played." At that particular moment some members of the faculty interfered and put a stop to the rowdiness. But somewhat later, a "crowd" once more went back into the room and did further damage to the young man's property, the ringleader in the renewed mischief being one of the boys who had led the first "onslaught." The president was absent, but the next day the faculty promptly suspended six students, meanwhile awaiting the return of Dr. Tanner. When the president returned, it was decided to take the following action: One student, apparently the ringleader, was ordered permanently to vacate the dormitory and the commons; furthermore, he was to be reprimanded in chapel and his parents notified; two others were to be likewise reprimanded and their parents notified; to three others, only a reprimand was to be administered, because their offense had not been so serious. "Those who had destroyed property and had been previously warned, were the most severely dealt with." President Tanner, being a man of strong convictions and feelings when once aroused, delivered the reprimands in such terms that the culprits and the whole stu-

¹⁰¹ *E.g., Rambler*, Jan. 23, 1885; Apr. 10, 1886.

dent body could not fail to understand how he felt on the subject of hazing. "He gave as reasons for expelling the one from the dormitory that he was the oldest and farthest advanced in the course; that he was a member of the church and the Y.M. C.A. and was on the program to lead the next prayer meeting; that he was a beneficiary of the institution and had never paid a cent of tuition." The punishment, one must admit, was not severe, but particular offense was taken at the remarks of the president in chapel, especially his reference to one of the culprits as a beneficiary of the institution who had never paid a cent of tuition. This boy and his friends became very angry. A petition was drawn up, signed by a large number of students, and incidentally somewhat injudiciously worded, asking for a mitigation of the sentence against the student designated by the faculty as the chief offender. A "prominent senior" went to the president with the petition and with it delivered an address of his own, in which he made some rather strong and what the president regarded as insulting remarks. Before this senior finished, he seems to have delivered a kind of ultimatum: *If the petition was not granted, the president might expect all the students, the seniors possibly excepted, to bolt the baccalaureate sermon.* One can imagine how a person of Dr. Tanner's temperament received such an ultimatum. The faculty refused to grant the petition and sustained the president absolutely. The next morning the president again spoke in chapel, declaring "that unless the seven seniors who had affixed their signatures, took them off, and put in another petition for the baccalaureate sermon, inside of twenty-four hours, he would deliver no sermon; that those of the signers whose names were not erased in the same time, should never in the future partake of his hospitality." Feeling grew still more intense, but the erasure of names also soon began. When the senior who had delivered the petition took his name off the list, the rest followed his example. Later when the trustees met in their annual meeting, they endorsed the stand of the president and faculty, and passed a set of resolutions strongly condemning the practice of hazing. The *Rambler*, on this occasion, likewise gave general support to the president and faculty, remarking in an editorial: "Taking everything into consideration, we are glad to see the stand the



BROWN
CARRIEL
TRACY

STRAW
RUSSELL
FAIRBANK

MARSH
MOORE
AYRE

COLLINS
HUNTER
MCMILLAN

BEAD
HANNIBAL
PETER

GILBERT
MORSE
KIRBY

THE TRUSTEES

authorities have taken in this matter. All advocates of law and order, all believers in healthy discipline, all haters of hazing, all lovers of Illinois College, should rejoice in this manifestation of backbone." The president and faculty had come off the field victors, but it took some years for this sore to heal.¹⁰²

As might be expected, various changes occurred on the board of trustees in this vigorous administration. Several of the older men withdrew on account of age and infirmities and in their places younger and more energetic members were chosen. It is also noticeable that business men, as a rule, replaced ministers—not any indication, of course, that President Tanner had a prejudice against ministers, but evidence that he appreciated the value of men of affairs on a board whose chief function was business. Some thirteen new trustees were elected to the board and not in a single instance was a minister chosen. Some of the younger alumni, like Robert M. Hockenhull and Charles S. Rannells, both of the class of 1879, were among those elected. It was evident that the new president expected to look to the younger alumni for help, and he was not disappointed. The other new trustees included the following: Frank W. Tracy of Springfield; Thomas C. MacMillan, Editor of the *Inter-Ocean* of Chicago; Robert D. Russell, '71, a lawyer of Minneapolis; Aaron B. Mead, a real estate broker of Chicago; Thomas J. Pitner, '62, a physician of Jacksonville; Bedford Brown, '84, a farmer of Hastings, Nebraska; William D. Marsh, an insurance broker of Chicago; Charles H. Morse, the scale manufacturer of Chicago; Edward W. Gillett, a manufacturer of yeast and baking powder of Chicago, and Ensley Moore of Jacksonville. Many of these changes were made at the annual board meeting of 1886. Among the men who retired from service on the board of trustees were the following: the Reverend John F. Brooks of Springfield, the last representative on the board of the Yale Band; the Reverend Albert Hale of Springfield, who had also been associated with the

¹⁰² Account based chiefly on *Rambler*, June 5, 1886; and *Min.*, June 2, 1886. It seems that the renewed hazing of the freshman was a bit of retaliation because he had informed the faculty when he found his shoes filled with water; feelings were intensified by certain circumstances connected with a case of plagiarism in a previous oratorical contest.

original group in Yale College; John W. Lathrop of Jacksonville; the Reverend Constans L. Goodell, who died, and the Reverend George C. Adams, both of St. Louis; the Reverend M. K. Whittlesey of Ottawa; Dr. Hiram K. Jones and Dr. Harvey W. Milligan of Jacksonville, both of whom retired because they became members of the faculty. Mr. Hockenhull also left the board before the end of this administration.

In the early nineties the question of alumni representation on the board of trustees began to be seriously agitated. Among the board members, of course, were many graduates of the College, but the alumni were not represented by members whom they themselves were regularly choosing. In the *Rambler* for April, 1890, appeared a communication signed "Recent Graduate," urging that the time had come for alumni representation. The "Recent Graduate" pointed out that while the board already contained a number of alumni, these "were appointed by the authorities of the College, and not by the alumni, and cannot be said to represent the alumni except in a very limited sense." As a matter of fact the trustees had several years previously invited the alumni to nominate members of the board and they had actually done so. Julius E. Strawn was, for example, elected to the board upon nomination by the alumni in 1876 and Marshall P. Ayers in 1879. Illinois College was among the first colleges in the country to recognize the right of the alumni to representation on the board of trustees. This early plan provided for the election of three alumni trustees, but for some reason, probably the failure to fix definite terms of service for these alumni representatives, the plan had evidently ceased to operate and was not even known to the "Recent Graduate" just mentioned.¹⁰³ It was not until the time of Dr. Tanner's successor that the problem of alumni representation on the board of trustees was finally and satisfactorily solved.

The increasing interest of the alumni in their alma mater manifested itself in the spring of 1892 by the organization of two alumni associations—one at Quincy and the other in Chicago. The movement for the establishment of such organiza-

¹⁰³ Min. of Alumni Assn., June 3, 1875; June 1, 1876; Min. of Trustees, May 31, 1876; June 4, 1879; *Rambler*, June 14, 1890.

tions started first among the Chicago alumni, although it happened that the men of Quincy and its vicinity held the first banquet. As might be expected, President Tanner and some of the trustees had been active in promoting the idea of such local associations of Illinois College alumni. A meeting was held in Chicago on Jan. 20, 1892, at the office of trustee Aaron B. Mead. Thomas C. MacMillan of the *Inter-Ocean*, another trustee, was also present and seems to have done much to create interest in the idea of starting an alumni association. A committee on constitution and by-laws was appointed consisting of T. C. MacMillan, Walter W. Ross, '88, and Hugh M. Wilson, '87, the last serving also as temporary secretary of the meeting. A constitution and by-laws were soon adopted and an annual banquet called for the evening of February 20. However, the death of Dr. Tanner early in February resulted in a postponement of the first supper to April 19. The name of this organization was to be "The Illinois College Club of Chicago and the Northwest."¹⁰⁴ William C. Goudy, '45, was chosen as its first president.

In the meantime, the alumni of Quincy had also proceeded with their plans for organizing and held their first supper at the Newcomb Hotel on the evening of April 4. This organization adopted the name of "The Illinois College Club of the Illinois Military Tract, Northwestern Missouri and South-eastern Iowa." General E. B. Hamilton, '60, served as toastmaster and among those who responded to toasts were the following:¹⁰⁵ W. H. Collins, '50, W. E. Williams, '80, Gen. John Tillson, '46, Col. W. H. Edgar, '60, the Rev. S. H. Dana, Thomas J. C. Fagg, '42, H. W. Johnston, '79, George H. Wilson, '88, Edward Doocy, '71, J. N. Carter, '66, Norman Triplett, '89, and C. E. Epler, '76.

At the appointed time, April 19, the other society held its banquet at the University Club in Chicago. Those present at this first alumni banquet in Chicago were the following: W. C. Goudy, '45, E. W. Gillett, H. M. Walter, the Rev. L. B. Glover, A. G. Thome, '80, H. M. Wilson, '87, A. A. Tanner, '88, A. B. Mead, C. H. Morse, Paul Selby, '53, J. E. Babb, '82, J. T. Beggs, '85, A. M. Cross, '88, Prof. H. W. Milligan,

¹⁰⁴ *Rambler*, Mar. 5, 1892.

¹⁰⁵ *Ibid.*, Apr. 9, 1892.

T. C. MacMillan, T. N. Morrison, '70, H. A. White, -57, S. D. May, W. W. Ross, -88, and J. R. Simms, '72. Toasts were given by Messrs. Babb, Milligan, Beggs and Morrison. The following officers were elected for the ensuing year: President, W. C. Goudy; First Vice President, E. W. Blatchford; Second Vice President, H. A. White; Third Vice President, R. D. Russell of Minneapolis; Secretary and Treasurer, H. M. Wilson. Thus it was the alumni of Chicago and Quincy who established the pioneer local alumni societies of the College.

The general Alumni Association, however, began its existence many years earlier. In 1839, only four years after the first class was graduated, the alumni held a meeting in the office of Richard Yates, '35, and organized themselves into an association "for the purposes of mutual improvement and of perpetuating the feelings and friendships of collegiate life." The Illinois College Alumni Association therefore takes its place among the oldest associations of this kind in the country, the first perhaps being that organized at Williams in 1821, followed by Princeton in 1826 and the University of Virginia in 1838. Most interesting to relate, the original minute book of the Illinois Association is at hand, containing continuous minutes from Sept. 19, 1839, to June 5, 1912. One wonders whether any other alumni association can show a similar, continuous record.

In the earlier years comparatively little attention was paid to that large group of men who had attended college but had never been graduated. At the commencement of 1886, largely through the efforts of Judge T. J. C. Fagg, '42, a general "Illinois College Society" was launched, which was to include in its membership the former students as well as the alumni.¹⁰⁶ Although the name of President Tanner does not appear conspicuously in this movement, it seems very likely that it is but another example of his policy to widen the circle of friends and supporters. The next year a second meeting of this organization was held, but it never grew into any vigorous life, and is mentioned chiefly to illustrate the constant and persistent effort of President Tanner to win support for the College.

"Lectures Courses" continued intermittently during these

¹⁰⁶ *Rambler*, June 5, 1886.

years, with occasional successes and more frequent failures. In the spring of 1882, Oscar Wilde had come to Jacksonville under the auspices of Sigma Pi, but for several years after that, neither society seemed ready to undertake the financial risks incident to a lecture course.¹⁰⁷ "There is a tradition among lecture committees of the past," remarked the *Rambler* in the fall of 1886, "that if a person or organization has more money than it needs, a lecture course is one of the best investments by which to get rid of it. Heretofore both societies have lost money, although they have greatly benefited the public by bringing here men prominent in the lecture field." However, in that academic year Phi Alpha again entered into the lecture field, having among others General Lew Wallace on its program. The next college year Phi Alpha, Sigma Pi, the Methodist Female College and the Female Academy all united in sponsoring a lecture course.¹⁰⁸ That time there was a profit of \$272, which was divided among the four coöperating organizations. By this scheme of coöperation between the college literary societies and other institutions or organizations, like the city W.C.T.U., the courses seem to have had a moderate financial success for a few years.¹⁰⁹

In 1889, a slight change was made in the seal of the College—the date 1829 being substituted for the star at the bottom of the seal.¹¹⁰ In the same year Mr. W. E. Catlin, '45, established the Ireland Prize in Philosophy in memory of his classmate, William Ireland, "in the hope that by giving it in his name, 'he being dead, may yet speak' to every successive senior class in Illinois College."¹¹¹ It was in the previous year, upon the recommendation of President Tanner, that the college buildings were named in memory of the illustrious leaders of the past: Beecher Hall, Sturtevant Hall and Crampton Hall.¹¹²

The time apparently had not yet come for any noteworthy progress in the enlargement or use of the college library. The annual expenditures for books remained pitifully small and the library was opened for only very limited periods. The college

¹⁰⁷ *Rambler*, Mar. 18, 1882; Mar. 6, 1886.

¹⁰⁸ *Ibid.*, Nov. 26, 1887.

¹¹⁰ *Min.*, June 12, 1889.

¹¹² *Min.*, June 6, 1888.

¹⁰⁹ *Ibid.*, Nov. 8, 1890.

¹¹¹ *Loc. cit.*

catalogue of 1880-1881 mentioned 8,000 as the number of volumes in the library, while Phi Alpha was reported to have 1,200 volumes and Sigma Pi, 1,700. When Dr. Milligan, with his love of books and appreciation of their value, came to the faculty, he exerted himself to enlarge the library, but with the limited appropriations available, he could not accomplish much. In the spring of 1883, through his efforts, a considerable collection of valuable public records was obtained from the Department of State, but the faculty themselves had to pay the freight on the shipment.¹¹³ It still seemed to be the custom to keep the library closed during a large part of the time. Apparently it was open only a limited number of afternoons in the week, for we find the *Rambler* in 1886 urging that this *sanctum sanctorum* should be opened every afternoon in the week.¹¹⁴ That the students were not accustomed to draw many books for home use is indicated by the fact that in the month of October, 1887, only ten books were taken out by students.¹¹⁵ When young John M. Clapp joined the faculty, he tried to stimulate the students to broader reading and study beyond the textbook by the establishment of what he called a "literary laboratory," a sort of departmental reference room, but nothing important seems to have been accomplished.¹¹⁶

During these years of progress and prosperity in the College, Whipple Academy, under the direction of Principal Harker, also continued to prosper. In fact, so far as attendance is a measure of progress, the Academy prospered more largely than the College. A glance at the figures of attendance in the appendix will show that while the number of students in the college department remained stationary or actually decreased, the academy students, as a rule, kept on increasing. In the latter half of the period, the attendance in Whipple was often double that in the College. President Tanner once remarked to Mr. Harker that "the tail seemed to be wagging the dog."

Another sign of the growth of Whipple Academy and of the increasing activity of its students is seen in the organization of Philologian, the literary society of the "preps." The first sug-

¹¹³ Min., June 6, 1883.

¹¹⁴ *Rambler*, Dec. 4, 1886; also cat. of 1888-1889.

¹¹⁵ *Rambler*, Nov. 26, 1887.

¹¹⁶ *Ibid.*, Sept. 26, Oct. 10, 1891.

gestion for the organization of a literary society in Whipple Academy seems to have been made in the fall of 1889. The *Rambler* did not look kindly at the suggestion. "If, in its essential features, this society is to be a counterpart of the college societies, what necessity is there for its existence?" asked the *Rambler*. "The existing societies are open to academy students, and no student who is willing to work will be refused membership in the one or the other."¹¹⁷ Principal Harker was evidently back of the movement, and it soon bore fruit. A committee was appointed to draft a constitution. The first officers of the society were: President, F. S. Brown; Vice President, A. Struble; Recording Secretary, A. C. DeMary; Corresponding Secretary, H. H. Bancroft; Librarian, E. B. Kirk; Critic, H. Higgins; Treasurer, W. H. Eckel; Sergeant-at-arms, T. B. Fox.¹¹⁸ The meetings were at first held in the Whipple study hall but the next year the college authorities gave the new society the old physics laboratory room in the northwest corner of Beecher Hall,¹¹⁹ which remained for many years the home of Philologist.

The two literary societies of the College, as might be expected, showed a vigorous activity in the Tanner administration. The fact that the "preps" of the growing Academy were admitted to membership in the college societies, at least in the early years of the Tanner period, tended to enlarge the membership of both societies in spite of the fact that the number of college students was not increasing. The interest in intercollegiate oratory helped naturally to stimulate interest in the literary societies. The failure of the attempt to renew the joint debate has already been noted. Both societies were legally incorporated in this period.¹²⁰ One of the chief questions that came up in Sigma Pi was that of limiting the membership of the society. The proposal aroused considerable discussion among both alumni and active members. C. R. Morrison, '78, for example, strongly objected to the principle of a limited membership, but among the advocates of the proposal were such a prominent student leader as C. O. Baldwin, '86, and such alumni members as Elbert Wing, '75, and Richard Yates, '80.

¹¹⁷ *Rambler*, Oct. 19, 1889.

¹¹⁹ *Ibid.*, Nov. 8, 1890.

¹¹⁸ *Ibid.*, Nov. 2, 1889.

¹²⁰ *Ibid.*, June 9, 1888.

The society finally in the fall of 1885 decided to limit its membership to twenty-five.¹²¹

It remains to record a few other miscellaneous developments of this interesting decade. A bogus program was still occasionally published in spite of the efforts of the faculty to sup-



THE CLASS OF '91 AS SOPHOMORES

Top Row: H. S. Stevenson, L. H. Skiles, F. E. Kennedy, R. B. Stoddard,
J. R. Wills, R. K. Baptist, C. W. Fry.

Middle Row: E. K. Putnam, B. M. Stoddard, S. B. Stewart, A. C. Williams,
W. B. Conover, J. W. Miller, L. C. Hess.

Bottom Row: B. C. Mathews, J. A. Capps, E. S. Pike, M. B. Keplinger,
W. E. Boston, T. T. Curtiss, R. F. Lenington.

press the tradition. The dance began gradually to take a more definite place among the social diversions of the students, although it was not until 1892 that the first senior promenade was held. This took place that year in the new gymnasium as one of the events of commencement week. Possibly the first play given by the students was that called "College Days," written and staged in 1890 by Samuel W. Nichols, '68. Stu-

¹²¹ *Rambler*, Oct. 17, Nov. 14, 28, Dec. 26, 1885; Feb. 6, 1886.

dents had often participated in amateur theatricals given by townspeople, but apparently this was the first dramatic performance given exclusively by students. The following year, "The Old Flag," another play written and staged by Mr. Nichols, was given in Odeon Hall for the benefit of the athletic association in its effort to construct a cinder track.¹²² During these years there was also more or less discussion of the desirability of discarding the custom of wearing the distinctive class insignia, but the sophomore cane, the junior white beaver and the senior black tile had many eloquent defenders.

The beginnings of bathing on the campus deserve, perhaps, also to be recorded. Cleanliness and athletics developed in the same decade. When the dormitory was constructed in 1873, it had not yet become custom-

ary to include bath rooms in the plans, but nine years later a Bath Room Association was organized to agitate the question of providing bathing facilities in the dormitory. W. N. Lewis, a lowly "prep" but evidently a lad with a little



A BATH ROOM TICKET

money and an eye for business, proposed to advance \$250 to fit up a bath room in the basement of the dormitory provided he might charge a reasonable fee for the use of the facilities. His proposal was accepted and accordingly in the fall of 1882 the Lewis Bath Room, "elegantly fitted up with all the necessary appointments," opened for business. The following year, however, young Lewis despairingly reported that the "College bath rooms are meeting but a scanty patronage from the students." The College catalogue of that same year announced:

Hot and cold baths are furnished at the College bath rooms to all students at a nominal charge. An experience of two years has shown this to be a very healthful and pleasant feature of dormitory life.

A few years later, after Lewis had left college, the athletic association had evidently taken over the bath room, as indicated by the following interesting announcement in the *Rambler*:

¹²² *Rambler*, Jan. 25, Feb. 22, 1890; Mar. 21, 1891.

The Athletic Association will try to make up their deficiency of \$150 by the sale of bath room tickets. Shower baths have been arranged, a dressing room and all modern conveniences fitted up, and any member can wash and be clean at any and all hours of the day. Every student is expected to indulge in at least one bath during the year.¹²³

The constantly growing interest in athletics manifested itself in a movement for a gymnasium building. At first it was a very modest request for the installation of some gymnasium equipment in the basement of the dormitory. In 1886, for example, the faculty was persuaded to set aside for the use of the athletic association a couple of rooms in the dormitory basement, and the *Rambler* made an appeal to alumni and students for funds with which to purchase apparatus.¹²⁴ But alumni of that day, unlike their brethren of the present, were not greatly interested in the idea of a gymnasium, and so the students had to depend largely upon themselves. In a few weeks, some apparatus was purchased by the student athletic association and exercise in the basement was started.¹²⁵ None except members of the athletic association, however, were permitted to enjoy the privileges of this basement "gym." Two years later, that is in 1888, the student athletic association began agitating the question of securing a new gymnasium building for the College. A sum of \$15,000 was mentioned as a possible goal, and a committee on solicitation was soon appointed.¹²⁶ At various times and occasions, in *Rambler* editorials, at Osage Orange Day celebrations, at student and alumni gatherings, the subject was "agitated," but for a year or two no real progress seems to have been made. Finally in December, 1889, a formal appeal, signed by R. M. Hockenhull, '79, Thomas W. Smith, '87, Lucius D. Skinner, '90, Bertel M. Stoddard, '91, Arthur D. Black, '92, and Jacob C. Epler, '91, was sent to alumni and former students, and in the following February at an enthusiastic mass meeting of students and faculty, nearly three thousand dollars was subscribed.¹²⁷ "All are enthusiastic over the gymna-

¹²³ *Rambler*, May 20, Sept. 30, Nov. 4, 1882; Jan. 13, 1883; Dec. 24, 1887; cat. of 1883-1884.

¹²⁴ *Rambler*, Oct. 25, 1884; Nov. 6, 1886.

¹²⁵ *Ibid.*, Dec. 18, 1886.

¹²⁶ *Ibid.*, Nov. 31, 1888.

¹²⁷ *Ibid.*, Feb. 8, 1890.

sium project," wrote the president to his friend Mead in Chicago, adding, "I am working in the background on that scheme and am devoting my energies quietly and privately to a couple of other building projects."¹²⁸ The gymnasium project now seemed definitely launched. The classes of 1891 and 1892 were especially active in the enterprise, having pledged \$800 and \$500, respectively. A little later the *Rambler* announced:

There is a liberal reward offered for the man who says we are not going to have a gymnasium. Never before have students of Illinois College gone to work with such vim in carrying out a worthy enterprise.¹²⁹

The sentiment printed on the next Osage Orange Day program, *Gymnasium erectandum est*, became the slogan of the student body. However, funds accumulated very slowly. At the annual meeting of the trustees in 1890, W. N. Filson, '89, was appointed as official solicitor, soon to be succeeded by Allan Tanner, '88, the son of the president.¹³⁰

The project now moved along more expeditiously and in the spring of 1891 ground was broken for the construction of the building, plans for which had been drawn by W. Mead Walter, a former student, of Chicago. On Osage Orange Day in the commencement week of 1891, the corner stone was laid, the address of the occasion being delivered by Judge Edward P. Kirby, '54.¹³¹ About ten thousand dollars had been raised by that time, but this was not enough to complete the structure and the work consequently had to be halted, much to the disappointment of the students.¹³² When they assembled, however, for their first chapel service after the Christmas holidays of 1891-1892, President Tanner had good news for them: he announced that Mrs. and Mrs. A. B. Mead of Chicago had promised fully to equip the new gymnasium with apparatus and that a citizen of Jacksonville had promised to add \$2,500 to his former subscription of \$500 in order to provide for the heating system. A little later came also the announcement that Mr.

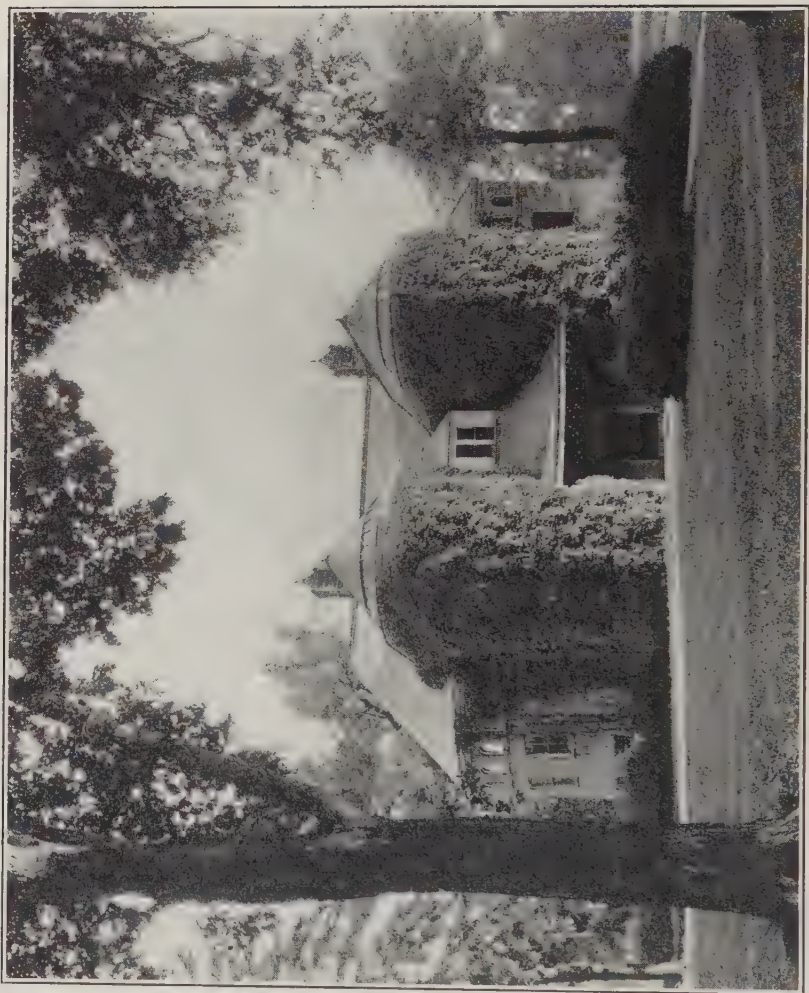
¹²⁸ E. A. Tanner to A. B. Mead, Jacksonville, Feb. 25, 1890.

¹²⁹ *Rambler*, Mar. 15, 1890.

¹³⁰ *Ibid.*, Oct. 11, 1890; Min., June 11, 1890.

¹³¹ *Rambler*, June 27, 1891.

¹³² *Ibid.*, May 16, 1891.



THE GYMNASIUM

and Mrs. Charles Brown of Divernon would give the \$700 necessary for the plumbing and lighting.¹³³ Still later in the term through the kindness of Mr. John A. Ayers, '69, Senator John J. Ingalls of Kansas lectured to a large audience in the city opera house for the benefit of the gymnasium fund.

In the spring of 1892 the building was finally ready for use. The first dedicatory event was an "Athletic Dinner" held on the evening of Monday, May 2, followed the next evening by two plays—"The Albany Depot," by W. D. Howells with some additions by S. W. Nichols, '68, and another short farce, "Box and Cox." In spite of disagreeable weather, a large audience turned out, and the plays are reported to have been very successful.¹³⁴ The *social* dedication came during commencement week when the senior class gave its promenade in the new gymnasium, the college glee club having given a benefit concert on the preceding evening.¹³⁵

The gymnasium was, as the *Rambler* declared it to be, "a monument to the student spirit of Illinois College." The classes of 1891 and 1892 were especially active in the movement but a large share of credit for the ultimate success of the enterprise undoubtedly belongs to Allan A. Tanner, '88, the official solicitor employed by the trustees. Although today entirely inadequate to the needs of a growing student body and an expanding program of physical training, the gymnasium was, in its day, one of the first and best college gymnasiums in the state. The total cost of the building and apparatus was about fifteen thousand dollars.

The strain of his strenuous labors for the College began to tell upon the president. He had little chance for rest or relaxation. Preaching, teaching, ever seeking more endowment, harassed by annoying problems of student discipline and of faculty changes, desperately striving for an ideal not yet attained, wasting hours of precious time on petty details of college administration, President Tanner began to show signs of failing health. His was not a nature that could easily stand the pace

¹³³ *Rambler*, Jan. 16, 1892. The Jacksonville citizen never paid his subscription of \$2,500.

¹³⁴ *Ibid.*, May 7, 1892.

¹³⁵ *Ibid.*, June 11, 1892; the history of the movement for a gym is sketched in the number for June 27, 1891.

which his task demanded and a constitutional nervous trouble further sapped his strength. No wonder he wrote in despair to his friend Mead, "How shall one man spread himself over so much territory!" Occasional vacations in the north woods helped to relieve the strain but wrought no permanent cure for his sensitive, nervous constitution. In the spring of 1891 he suffered a breakdown and the trustees relieved him of his duties until the following October, or until he might be able to resume his work.¹³⁶ When college opened in the fall, he was on hand as usual, but by December illness again gripped him, apparently a nervous trouble, accompanied by "violent pains in the head." For a few weeks longer with characteristic energy and determination, President Tanner attended to some pressing college duties, but in the middle of January an attack of "influenza" aggravated his trouble and he had to give up. Even in his final illness, however, he would insist upon taking up college affairs and when the doctor remonstrated, his reply was: "You might as well ask a man to take out his heart and lay it aside." He died on the 8th of February, 1892, at the age of fifty-four.

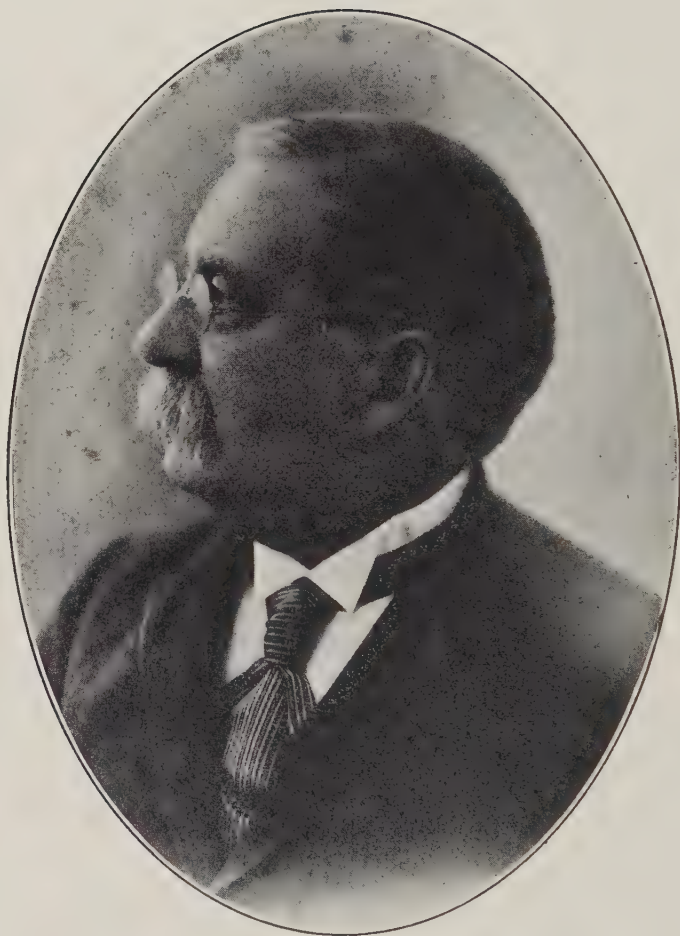
The funeral services, held in the local Congregational Church, reflected the deep sorrow of the campus and the city. It was evident that a man had passed away who had won the esteem and love of the whole community. The college glee club furnished the music at the service and the chief addresses were delivered by the Reverend John B. Fairbank who spoke from the full heart of a devoted classmate and Edward P. Kirby who knew Mr. Tanner hardly less intimately.¹³⁷

Illinois College was fortunate in the presidents who had guided her destiny during the sixty-two years that had now elapsed. Beecher, Sturtevant, Crampton and Tanner were all men of outstanding ability who not only gave valuable service to the College, but made real contributions to the cause of higher education in the Middle West. The days of the pioneer founders and teachers had passed when Dr. Tanner assumed

¹³⁶ Min., June 10, 1891.

¹³⁷ *Rambler*, Feb. 18, 1892; *Baccalaureate and Other Addresses*, 28-30; one of the finest tributes to Pres. Tanner is that by his classmate, C. D. Kerr in *Hercules* of 1893.

the presidency, but those pioneers would, indeed, have labored in vain, had not President Tanner grasped the helm when he did. Success in a great enterprise usually depends, it is true, upon the coöperative efforts of many individuals. The substantial progress of Illinois College, during the decade whose history has just been told, was due to the labors and coöperation of many men and women, but the one who won their support for the cause, who inspired them with enthusiasm and opened their eyes to a vision of a greater future for the College, was this president who had worn himself out in the very prime of life.



PRESIDENT BRADLEY

CHAPTER XII

PRESIDENT BRADLEY

1892-1900

THE death of President Tanner was a bewildering blow to the friends of Illinois College. Temporary provision was made for the administration of the College by appointing Professor H. W. Milligan Chairman of the Faculty and Acting-President—in fact this arrangement had been made even before President Tanner died and Professor Milligan continued to act until a new president arrived. An “interregnum” is seldom a happy era either in politics or education, for a sense of authority and responsibility rarely characterizes that kind of government. Dr. Milligan frequently felt obliged to take petty problems to the trustees, to the annoyance of both the board and himself. The College had a standing in the educational world which ought to attract a strong man to its presidency and the trustees, conscious of their responsibility and anxious to make the best possible choice, moved with care and deliberation. At a meeting held in April, 1892, a committee of five, with D. W. Fairbank as chairman, was appointed to seek a new president. Although requested to report, if possible, by the following commencement, the committee asked for more time and a statement was issued at the commencement exercises, assuring alumni and friends that the board was not unmindful of its important duty and suggesting that an election might be expected by the opening of the next college year. Their choice eventually fell upon Dr. John E. Bradley, who, however, did not come to Jacksonville to undertake his duties until the last of October.¹ It is of interest to observe that the board had not chosen a minister. Dr. Bradley was what one today would call a public school man, of good training and of varied and successful experience. Men of high standing like President Gates of Amherst, Charles F. Thwing, later President of Western Reserve, President Northrup of Minnesota and Albert Shaw of the

¹ Min., Feb. 3, Apr. 8, June 9, Sept. 2, 1892.

Review of Reviews had warmly recommended him to the committee. He was a graduate of Williams College and had secured the degree of doctor of philosophy from New York University. His alma mater honored him with the degree of LL.D., at the end of his first year at Illinois College. He had begun his public school career as principal of the high school at Pittsfield, Massachusetts, and for eighteen years had served as principal of the important high school at Albany, New York. He was called to the presidency of Illinois College from Minneapolis where he had been serving for some six years as superintendent of the city schools. Both Dr. Bradley and his wife possessed attractive social qualities, and their home in Jacksonville was destined to become a social center for faculty, students and townspeople. The new president undertook his work with high hopes and genuine enthusiasm. The first college "function" which he attended was a football game—an incident which delighted the students, for it seemed to assure them that they might count on their new president as a friend of student enterprises. The boys, on their side, did their best to give him the right kind of welcome by winning the game, which happened to be with an eleven from the city of Springfield. The game was on Saturday, and on the following Monday morning the new president made his first appearance in chapel, accompanied by a committee of trustees. Dr. Milligan introduced him to the students and Dr. Bradley responded in a brief address, in which he paid tribute to the leaders of the past and assured the students that he would be back of them in their sports and pastimes.² A little later in the year both Sigma Pi and Phi Alpha gave receptions in his honor and in December the resident trustees entertained for President and Mrs. Bradley in the gymnasium. In spite of bad weather, a large company of guests did honor to the new president and his wife.³

The administration of President Bradley proved to be comparatively brief. Although in some respects phenomenal progress had been made in the previous administration and the College had won a high position in the educational world, Dr. Bradley soon found that some very perplexing problems awaited him. He was following a popular, as well as able,

² *Rambler*, Nov. 5, 1892.

³ *Ibid.*, Jan. 14, 1893.

predecessor, and many wondered whether he could "carry on." Most people naturally did not know that after all the financial foundations of the institution were far from secure. Many of the subscriptions to the various endowment funds which President Tanner had raised, remained unpaid and the old problem of making bricks without straw soon worried Dr. Bradley, as it had worried and harassed every one of his predecessors. The new gymnasium, of course, increased the ordinary overhead expenses of the College and certain promises of promotion and of increases of salaries, made to faculty members, added to the difficulties of the situation. Nor is it to be forgotten that it was a period when, on account of the widening field of collegiate education and the rapid growth of the state university and other large institutions, all small colleges in the state had "hard sledding." In one respect there was an unmistakable sign of growth. Although college students had actually decreased in the previous period, attendance in the college department now began to increase in a



MARTHA J. BRADLEY

most encouraging manner, but this very prosperity only added to the financial embarrassments. Moreover in the very first year of his administration, President Bradley lost one of the strongest members of his faculty. Although the new president had not had any previous experience in the college field, he brought to his present task a keen interest in educational problems and people were pleased to note that he was in demand as a speaker in local, state and even national educational gatherings.

The formal inauguration was postponed until commence-

ment. It was a simple ceremony following the commencement exercises. Edward P. Kirby, secretary and treasurer of the board of trustees, presented the key of the College to the new president, and Dr. Bradley, after accepting this symbol of privilege and responsibility, delivered an inaugural address on the general subject of "The American College." Although hardly a notable address, it was a sane and stimulating discussion of the function of the college. "The college is a training school," said the new president; "it should yield for each life which it helps to fashion, strength, culture and character."

Therefore, Illinois College [he continued] says to every young man of promise, lay broad and deep the foundation of your educational house. Rear it in comely proportions. Take time to fashion and finish it in every part. To confine yourself to a single line of study before you have gained breadth of culture is like placing the roof of your house directly upon the foundation without any intervening stories. Study the humanities; learn the lessons of history; catch the inspiration of grand and noble lives. Add to your strength, breadth and beauty, and your college days will yield to you an ever increasing revenue of pleasure and of power.

Following the inaugural address, the Reverend S. H. Dana of Quincy offered prayer; Charles Ridgely of Springfield spoke on behalf of the trustees; Dr. Milligan, on behalf of the faculty; Edwin G. Baldwin, of the junior class, on behalf of the students and Thomas K. Beecher, '43, on behalf of the alumni. Dr. W. H. Milburn, the "Blind Man Eloquent," for several terms chaplain of Congress and soon to become chaplain of the Senate, pronounced the benediction.⁴

Attendance in the college department increased over one hundred per cent in this administration and in the Academy it at least "held its own." In the last year of Dr. Tanner's administration only 53 students were registered in the College, but when President Bradley gave up his office, the registration in the College was 113. In the Academy the registration was exactly 126 at the end of each of these two administrations. Whatever may have been the causes of a decline in college attendance in the Tanner period, obviously the tide had now

⁴ *Rambler*, June 10, 1893.

turned. Probably the increasing number of high school graduates in the state had something to do with the change in the situation; nor can one overlook the effect of Dr. Bradley's intimate contacts with public school authorities and the influence of success in athletics in certain years, not to mention, as some critics suggested, that entrance requirements were not always strictly enforced.

There is a general feeling that educational standards declined somewhat in the administration of President Bradley. Whatever basis there may be for such an opinion, it is not to be denied that, so far as financial limitations permitted, an effort was made to bring the College into line with the developments in higher education elsewhere in the country. One of the first educational policies suggested by the new president was a further extension of the elective system in the college curriculum. Among the more progressive colleges and universities of the country, the range of study in such fields as science, history, politics, English literature, etc., was steadily extending, and in many colleges students were enjoying constantly increasing facilities to use laboratory methods in their scientific work. Dr. Bradley not only was in touch with this new movement from the point of view of the public schools, but he spent part of the time between his election as president of Illinois College and his arrival on the campus in a tour of investigation among the colleges of the East and West. These visits to other colleges must have opened his eyes to the progress that was being made in the best colleges and universities of the country. The younger professors on the faculty, men like Shaw, Carter and Clapp, took up the president's suggestion with great enthusiasm. Led by this younger group, the faculty adopted the new policy and in the first catalogue issued in Dr. Bradley's administration the plan of elective studies was duly announced. The work of the freshman year was all to be required as previously, but for the other years—sophomore, junior and senior—with the exception of five to six hours each term in history, English and philosophy, the work was all to be elective, although a few years later the number of required subjects in the last three years was slightly increased. "To my mind," reported the president to his trustees, "the object of elective studies is not

so much to permit a student to choose those branches which bear upon his future work as to enable him to select such as will interest him and thus lead his mind to act with greatest vigor. The problem of education, so far as it relates to the intellect, is to develop thought power, the ability to grasp and firmly hold related ideas until their scope and relations can be exactly determined. Feeble and apathetic operations of the mind will not accomplish the desired training. Every condition should conduce to vigor and spontaneity of action. It is believed that the wide range of electives now offered will greatly strengthen and enrich the work of the College." The students hailed their new freedom with delight, although there were many gibes at those "honor hunters" who elected easy courses in order to secure high grades. Notwithstanding the introduction of such a "wide open" elective system, the College continued to grant the three separate degrees of bachelor of arts, science and philosophy, the studies of the freshman year constituting, apparently, the only varying requirements for these different degrees.⁵ The elective system soon stimulated the instructors to offer new courses, although with a faculty already overburdened with heavy schedules, it is difficult to see how there could possibly have been much real expansion of the curriculum.

A comparison of the curriculum at the end of the Tanner period and in the middle of the Bradley administration shows clearly that a greater variety of courses was being offered in the latter period. There was a considerable offering of elective courses in Latin under the progressive leadership of Professor Johnston, and Professor John Clapp offered what had never been given before—a stimulating variety of courses in the history of English literature, not to mention a course in Anglo-Saxon. Much less expansion occurred in history, economics, philosophy and Greek. In French there was practically no expansion but a third year of German was offered as well as an elective course in scientific German. But the departments which showed perhaps the greatest expansion in elective courses were mathematics and the sciences. Professor James B. Shaw made an especially large and "enticing" display in the catalogue of elective courses in advanced mathematics and Truman P.

⁵ Min., Apr. 5, June 7, 1893; *Rambler*, Oct. 28, 1893; Dec. 14, 1895.

Carter, promoted to the Hitchcock Professorship of Natural Sciences and building on the solid foundations laid by his predecessor, Professor Parr, brought the work in chemistry and the biological sciences into line with the developments in other progressive colleges.⁶ Somewhat later in the administration the department of history also began to offer a greater variety of work, the first course in American history being offered in 1898-1899. If at this particular time funds had only been available to provide the equipment in books and laboratory facilities demanded by this ambitious program, some very substantial progress might have been made, but it must be confessed that, owing to financial difficulties, the effort proved more or less abortive. In 1896-1897, the custom of awarding the master's degree "in cursu,"—that is to alumni of at least three years' standing who had engaged in professional, literary or scientific studies—was abandoned. Henceforth this degree, unless conferred strictly as an honorary degree, was to be given only for at least one year of work in residence. The new gymnasium, which the Tanner administration had bequeathed to its successor, made it possible to give some attention to systematic instruction in physical training, although here also lack of funds made it difficult to keep the plant and equipment in first-class condition. President Bradley still further extended the program of courses by providing additional lectures by well-known scholars who were not regular members of the faculty. For example, not only did Dr. Hiram K. Jones continue to give his lectures on philosophy to the members of the senior class, but Dr. Frank Parsons Norbury offered a course on psychophysics and Professor Harry Pratt Judson came down from the University of Chicago to supplement the work in political science by offering a series of lectures on the history of American politics. Other non-resident lecturers included, from time to time, such men as James E. Rogers, the president of Blackburn University, and Professor Albert Hurd of Knox College, and

⁶ This description represents conditions existing after Dr. Bradley had been at Illinois College about three years. There followed in later years the introduction of a still greater variety of courses in various departments, although one wonders how this variety of work could have been efficiently taught by a faculty so limited in numbers.

the Reverend F. S. Hayden and Professor S. S. Hamill of Jacksonville.

So far as the size of the permanent faculty is concerned, financial limitations made an increase of the number of permanent professorships impossible, in spite of the urgent demand created by the expanding curriculum and the increasing students. Not a single full professorship was added during the whole administration, the situation being somewhat relieved, however, by the appointment of teaching fellows—young graduates who combined some postgraduate study with teaching in elementary courses.

It was a time when the new spirit of scientific study was permeating the educational system of America and it is refreshing to find that the faculty of Illinois College gave a warm welcome to the new methods and spirit of scientific investigation. The faculty, for example, was not frightened by the doctrine of evolution, but Professor Carter did what he could to explain and expound it both on the campus and elsewhere. In this connection an interesting episode occurred in the neighboring village of Franklin. The principal of the high school was threatened with dismissal because he was allowing the theory of evolution to be taught in his school. People said he was allowing the faith of the children to be undermined by this new, anti-Christian doctrine. A meeting of the board of education and patrons of the school was called to give the principal a hearing and Professor Carter was invited to expound the new doctrine at this hearing, with special reference to its bearing on the Christian religion. It must have been an interesting conference. Unlike the fate of the public school teacher at the recent trial in Dayton, Tennessee, when a famous alumnus of Illinois College appeared as the champion of mediaevalism, this superintendent was acquitted and allowed to proceed with his teaching.⁷

A further indication of the scholastic standing of the College, as well as the relation of the new president to the educational movements of the time, is afforded by the fact that Illinois College was invited to become one of the charter members of the North Central Association of Colleges and Preparatory

⁷ *Rambler*, May 16, 1896.

Schools—one of the very few colleges of the state, it may be added, to which such an invitation was extended at this time.⁸

As might be expected in the case of a man so long and so actively identified with the public school system, President Bradley attempted to develop still further his predecessor's policy of establishing friendly relations between the College and the public schools of the state and also certain private academies. The president assumed considerable leadership in the discussions at the annual meetings of the State Teachers' Association and spoke frequently at high school commencements.

It was on the whole an able faculty which Dr. Bradley inherited from his predecessor. President Tanner, in order to fill with able men, certain vacancies which occurred towards the end of his administration, had felt obliged to promise promotions and increase of salary, which his successor found it difficult to fulfill because the funds were not available. This was especially true in the cases of Professors Churchill and John M. Clapp. Professor Churchill had received his promotion before Dr. Bradley arrived but had to wait for a corresponding increase in salary and Mr. Clapp was promoted to a professorship at the end of the year 1893-1894.⁹ The promotion of Truman P. Carter to the Hitchcock Professorship of Natural Sciences has already been noted.

At the end of the first year of the Bradley administration the College lost one of the most efficient members of its faculty—this was Joseph R. Harker, the principal of the Academy and professor of pedagogy, who resigned in order to accept the presidency of what was then called the Illinois Female College. In the years of his service on the faculty, Mr. Harker had succeeded in building up a strong preparatory department both in number of students and efficiency of instruction. The trustees recognized the value of his services to the College and his standing as an educator by conferring an honorary degree upon him. It may be remarked in passing that his presidency of the Female College marked the beginning of more *friendly* relations between the boys "on the Hill" and the girls in the eastern end of the town, to the great delight of both groups.

⁸ Min., June 21, 1895.

⁹ *Ibid.*, June 9, 1892; June 13, 1894.



THE FACULTY, 1894-1895

The eventual permanent successor of Dr. Harker in the principalship of the Academy and the chair of pedagogy was Jacob H. Zeller, a graduate of Miami University, who at the time of his appointment was serving as principal of the high school at Lafayette, Indiana. Mr. Zeller was destined to become very popular with the students and to serve as principal of the preparatory department for a period of eight years.

Another serious loss to the faculty of the College occurred in the spring of 1895 when Professor Johnston resigned in order to accept the chair of Latin in Indiana University. A strong effort was made to induce Professor Johnston to remain. He was offered a larger salary and it was suggested to him that he might be made Dean of the Faculty, but, as he wrote to a friend, he could not attach much importance to these promises, "because the College notoriously does not keep its promises." Johnston loved the College but he had become very pessimistic about its future.¹⁰ Undoubtedly, Professor Johnston was one of the ablest scholars whom Illinois College has had on its faculty. A man of some eccentricities but of strong personality and at heart devoted to the College, he was an inspiring teacher, always popular with his students and fellow alumni. Frederick W. Sanford, an able young alumnus of the College who had been trained under Professor Johnston and who, after a short service as assistant in the Academy, had studied for a year at the University of Chicago, was appointed instructor in Latin and French, and in 1897 became professor of Latin. Sanford proved also to be an able instructor who won deserved recognition as a Latin scholar during his service both at Illinois and on the faculty of the University of Nebraska, where his promising career was cut short by early death. Professor Shaw, a keen mathematician, who had come to the faculty as an instructor a few years before Dr. Tanner's death, resigned in 1898, and was succeeded by Willard H. Garrett, '95, as instructor in mathematics. Professor Clapp followed Professor Johnston to the University of Indiana in 1899 and was also succeeded by an instructor—Dr. D. Arthur Hughes. On account of increasing years, Dr. Milligan, beloved as ever by his students, became professor emeritus, retaining, however, his active position as

¹⁰ H. W. Johnston to G. H. Wilson, Jacksonville, Dec. 9, 1894.

librarian. J. W. Putnam, '94, already an instructor in history in the College, took full charge of the courses in that department, and it fell to his lot to begin that expansion in history and the social sciences described elsewhere. As vacancies occurred in professorships near the end of this administration, *instructors* were uniformly appointed, evidently because the trustees could not financially afford to appoint experienced professors.

Student activities had the sincere and enthusiastic support of both Dr. Bradley and his wife. From the beginning to the end of his administration, President Bradley was always ready to encourage every student enterprise. The Bradley home, no less than the Tanner home, proved a center of student social life. Every college class was entertained there at least once during the college year, and in commencement week there was not only a formal reception to alumni and other commencement visitors, but also a party for the undergraduates. Whatever Dr. Bradley accomplished or failed to accomplish during the years that he presided over the destinies of Illinois College, there is no doubt that he and Mrs. Bradley endeared themselves to many a student who enjoyed the warm hospitality of their home. The latchstring of the president's house was always out.

In no branch of student enterprises was there more activity than in athletics, and if professionalism sometimes appeared, as it undoubtedly did, it is not to be forgotten that it was an age of low ethical standards in college athletics. Although, contrary to the practice of the Tanner period, members of the faculty had ceased playing on the teams, it was no uncommon thing, especially in the earlier years of the Bradley administration, to have men on the football and baseball teams who could be regarded as students only by a wide stretch of a strong imagination. "They all do it," was the excuse. However, at Illinois College, as elsewhere, the evil became so flagrant that the faculty began to awake to its responsibility and eventually made an effort to improve conditions. Perhaps one reason why so little attention was at first paid to the eradication of the professional athlete was the fact that there was so little effective faculty supervision. Students were allowed to conduct their athletics pretty much as they pleased and it was natural that they

should please to conduct them solely to win. Little wonder was it, therefore, that the financial management of athletics went from bad to worse and that "professionalism" tended constantly to tighten its grip and discredit a good cause. The spirit of the times is probably well represented by the following frank editorial in the *Rambler* in the early fall of 1894:

No fair-minded thinker can possibly object to scholarships, either in principle or practice, provided they are judiciously conferred. But there has arisen in these later years, a bird of strange plumage which might well be styled the "Athletic Scholarship." In reality it is not a scholarship at all. We refer to the growing practice of paying, by private subscription or from the treasury of the college athletic association, the expenses, in whole or in part, of one or more athletes, men who come to college on the express stipulation that they are to make athletics their chief study and have their college bills paid for so doing. We are not preparing to arraign the practice, as one that exists here or elsewhere, in particular. There is a tendency towards such a course, more or less, in all colleges. But we want to register a very vigorous protest against all such practices; "don't" is the warning note we would utter most emphatically. There are two very valid reasons why such action is not advisable. First, it is a poor business venture; second, it is poor policy. To pay the college expenses of even one man is expensive. If the number of "hired students" increases, the cost likewise is augmented. And even when all is done, and the specialists are hired, there is no certainty of victory. . . . Paying specialists to be our athletes is, in the second place, a poor policy. It discourages honest, hard training on the part of the genuine college students. What incentive to conscientious and often irksome training can any college man find in the knowledge that he may be set aside, dropped from the football or baseball team at the last moment and a hireling substituted for him? Moreover, such a policy is fatal to a genuine, hearty college spirit. Can an intense college fervor or glowing enthusiasm be generated over a football game, in which the college is represented by paid outsiders?¹¹

Students as well as faculty eventually saw that a better system of athletic control must be introduced.

In the fall of 1895, a definite movement for improving the situation began and in a few months a new plan of control was definitely inaugurated. The *Rambler* again characterized the earlier conditions in the following emphatic words: "Honest

¹¹ *Rambler*, Jan. 6, 1894.

training was scarcely to be found on the Hill—no man would care to work for a position on the team and then lose his place, simply because a professional of better promise could be hired to play his position or run his race.”¹²

The new athletic constitution adopted in 1895 provided for a joint committee of control, consisting of three members of the faculty, three alumni and five students.¹³ The encouraging sign was, of course, that the students, themselves, apparently saw the disadvantages connected with the “reign of the professional.” The adoption of a new constitution hardly meant that the battle for clean athletics was finally won, for it is a fight that has continued from that day to this in nearly every college and university of the land. But at any rate definite progress was being made. Student public opinion was becoming enlightened on the subject. Eternal vigilance is the price of clean athletics as well as of liberty.

Football, first introduced into Illinois College in the later years of Dr. Tanner’s administration, soon demonstrated its popularity here as in most of the colleges of the land. In spite of criticisms and the apprehensions of timid parents, the game appealed to the red-blooded young college men of America. There was nothing noteworthy about the Illinois teams of 1892 and 1893 but the football team of 1894 proved to be of the “championship variety.” This was the team of which James M. Duer, ’95, was captain, while the coaching was done by Professor T. P. Carter and W. B. Conover, ’91, who incidentally also on occasions played full back on the team. Since graduating from Illinois College, Conover had spent some time at the University of Chicago, where he had learned much under the instruction of Alonzo B. Stagg. This team won every game played except one—that with Monmouth. The following was the schedule of the season:

Illinois vs. Knox	32-6
Illinois vs. Monmouth	6-16
Illinois vs. Peoria Athletic Association	56-0
Illinois vs. Eureka	12-0
Illinois vs. Pastimes of St. Louis	6-2

¹² *Rambler*, Apr. 18, 1896; Oct. 19, 1895.

¹³ The new constitution may be found in the *Rambler*, Jan. 18, 1896.

Illinois vs. Eureka	20-0
Illinois vs. Normal	8-6
Illinois vs. Washington University of St. Louis	50-6

This team was ambitious to schedule games with the University of Chicago and the University of Illinois but these games could



THE TEAM OF 1894

Top: R. T. Gayle, G. H. Dinsmore, S. C. Hunt, J. M. Duer, F. T. Belt.

Middle: C. B. Rourke, H. W. Frizzell, B. D. Perrin, H. W. Petefish.

Bottom: J. G. Carter, M. H. Justice.

not be arranged. The team of 1894 was undoubtedly the strongest football team in the history of the College to that time.¹⁴

Ambition and confidence ran high in the plans for the next season. On the basis of what had been accomplished in 1894, the boys expected to win a clear championship the next year,

¹⁴ The issue of the *Rambler* of Dec. 18, 1894, is a special football number containing not only an account of this season, but also other articles of value, among them one on the "History of Football," by A. D. Black, '92.

but, as often happens in athletic history, the next season was a great disappointment. Knox and Monmouth were, indeed, beaten by scores of 22 to 16 and 6 to 0, respectively, but Eureka vanquished the Illinois boys in two games and the University of Illinois gave them a "drubbing" with a score of 79 to 0. Whatever the small college teams might accomplish among themselves, they were now clearly and almost uniformly out-classed by the universities with their large numbers. No satisfactory arrangements for coaching could be made that year and the training, therefore, was on an irregular basis; financially, the management went into bankruptcy and the net result was that the team was disbanded even before the season was over.¹⁵ Never again in the Bradley administration did football reach the high-water mark of the fall of 1894. All games were lost in the season of 1896 and the next year the College did not even have a football team. No wonder a student asked in the *Rambler*: "Is the athletic spirit dead? Or is football not suited to our wants in athletics?" He continued, ". . . There is no such thing as visible athletics except the debts of the Association—the financial committee is the only team in training."¹⁶ There was some revival of interest in the game in 1898 and in the following year a full schedule was played, in which Illinois lost all of the important games. However, in one respect substantial progress was made not only in football but in athletics generally, since this year, for the first time in the history of the College, a regular director of athletics was employed. He was Thomas H. Beers, a former student of Yale.¹⁷ Unfortunately Mr. Beers did not remain throughout the year. Financially the athletic association was also restored to a sound basis, chiefly by the efforts of an enterprising student, Alexander A. McDonald, '00.¹⁸

Baseball continued to be played in the fall as well as in the spring during several years of the Bradley administration. The number of intercollegiate games was usually small compared with those played with the "Deaf and Dumb" and various town clubs. The baseball nine of the year 1894-1895, like the

¹⁵ *Rambler*, Nov. 23, 1895.

¹⁶ Byron C. Darling, '98, *Rambler*, Feb. 1, 1898.

¹⁷ *Min.*, June 7, 1899.

¹⁸ *Rambler*, Feb. 8, 1899.

football team of that year, was a strong team, but apparently it did not play a single intercollegiate game in the spring, although it defeated Blackburn at the intercollegiate meet in the preceding fall. Intercollegiate games were played in the spring of 1896 with Blackburn and Lincoln. Baseball like football was at a very low ebb in 1896-1897, although it may be mentioned that the Illinois College team defeated Wesleyan that year by the close score of 2 to 1. Probably the outstanding event in the history of baseball in this administration was the trip into Indiana in the spring of 1898. The following were the games and the scores:¹⁹

Purdue	7-Illinois	5
Wabash	6-Illinois	2
Indiana	10-Illinois	7

Although no games were won, the scores indicate that the Illinois College team of that spring must have played well. There was at first some faculty opposition to the Indiana trip, but it was withdrawn when the boys promised not to travel on Sunday. There apparently was no baseball whatever in the spring of 1899.

For some years the intercollegiate meet remained the chief event on the calendar of student activities, and for a time the program of that meet continued to be as full as ever. For example, in the contests of 1893 the following activities were represented: track and field athletics, baseball, football, tennis, bicycle races and oratory. One year an effort was again made to add an intercollegiate debate to the program. The University of Illinois had withdrawn from the Association in 1892, when it had won 116 points to 28 made by the nearest competitor, Monmouth. The state institution was now so clearly outclassing all the smaller colleges that it no longer seemed worth while for it to remain in the league.²⁰ The increasing interest in athletics during the administration of President Bradley was naturally reflected in the records of Illinois College at these intercollegiate meets. For example, while Knox won the athletic meet held in Galesburg in 1893 with 90 points, Illinois College was second with 49 points. The comment of the *Rambler* re-

¹⁹ *Rambler*, June 11, 1898.

²⁰ *Ibid.*, Oct. 22, 1892.

flects the attitude of the student body on the showing of the athletes from "Old Illinois":

For the last five years, Illinois' record in athletics has not kept pace with her record in oratory. One or two firsts and a like number of seconds was all she could show for her trouble and expense, but now what a change! Eight firsts, three seconds and three thirds for a total of forty-nine points place us second.

In oratory Illinois might have won if the orator had not forgotten in the midst of his oration.²¹



THE CHAMPIONS OF 1894

Standing: W. H. Sanford, Benjamin Perrin, W. L. Rogerson, B. C. Darling.

Seated: W. H. Garrett, F. O. Philbrook, Henry Kirby.

Reclining: C. E. Fairbank, G. E. Baxter.

The next meet was to be held in Jacksonville in the fall of 1894. As the time of the meet drew near, interest mounted as usual. From Knox came eighty students; from Monmouth,

²¹ *Rambler*, Oct. 14, 1893.

sixty and from Blackburn, fifty-five. This time, Illinois won the cup, the score by points being: Illinois, 109; Monmouth, 56; Knox, 50; Wesleyan, 22; Blackburn, 4.

Students looked forward with enthusiasm and high hopes to the athletic prospects for the next year. The winning of the "intercollegiate" in the previous year by a margin of more than fifty points and the entrance of many promising athletes in the fall of 1895 made the boys feel confident that they would again win the championship at the intercollegiate meet which was to be held in Carlinville that year. The *Rambler* predicted that "we will not only hold what has been gained, but will gain more." It was hoped that some satisfactory adjustment had been made of the problem of professionalism. Illinois had frankly played a couple of professionals in the previous year, but now that "the revision of the constitution has removed all possible chance of any college 'ringing in' professionals," Illinois at last announced that she would be "good" and play the games "square." However, one can hardly be certain of the real situation at Illinois or elsewhere regarding professionalism. Over one hundred students went to Carlinville in the special car provided for the trip. The athletic business meeting "threw out" two of the athletes from Illinois and several from Blackburn. Although Illinois won the track meet and defeated Knox in football, she did not compete in baseball and failed in tennis. The result was that Knox won the meet, Illinois being second.

In oratory, Rupert F. Asplund, '96, won second place, the first prize being awarded to Monmouth. In addition to second place in both athletics and oratory, W. H. Stevenson, Illinois' representative in oratory of the previous year, was awarded first place for that year since the oration of the winner had been thrown out of the interstate contest on account of plagiarism. On the whole, the Illinois boys were satisfied and "celebrated" almost as enthusiastically as if they had won.²²

In the meet of 1896 held at Bloomington, Illinois College, as well as Knox and Monmouth, failed to send any track or baseball teams.²³ In fact, Eureka was the only college which sent both track and baseball teams to this meet. "The athletic

²² *Rambler*, Oct. 19, 1895.

²³ *Ibid.*, Oct. 24, 1896.

contests," according to the *Rambler*, "with the exception of the Eureka-Wesleyan football game, were a farce."²⁴ It seems that a strong movement had started to take the track and field events off the program and have instead a spring meet for these



W. H. STEVENSON

sports. This movement achieved its object at Bloomington. In the next meet, the first *spring* track and field meet held by the Association, four colleges sent teams: Knox, Monmouth, Shurtleff and Illinois. Knox won the meet, Illinois being second. Byron C. Darling, '98, won the largest number of points for Illinois.²⁵ The next spring, Illinois again was second, with Knox first,²⁶ and the following spring when the meet was held in Jacksonville, the

order was again the same—Knox first and Illinois second.²⁷ The cup now went permanently to Knox, she having won it three times.

Another indication of the interest in athletics and also of the effort to get into touch with the high schools in this period is found in the beginning of interscholastic meets, the first of which was held on the campus in the spring of 1896.²⁸ Whipple won the banner apparently without arousing any antagonisms. There were also contests in declamation and oratory. An Interscholastic League was organized and meets continued to be held in succeeding years. This organization was the forerunner of the Western Illinois High School League which has continued in existence until very recently.

Under the able direction of Professor Clapp, the work in

²⁴ *Rambler*, Oct. 24, 1896.

²⁶ *Ibid.*, June 11, 1898.

²⁸ *Ibid.*, May 16, 1896.

²⁵ *Ibid.*, May 29, 1897.

²⁷ *Ibid.*, May 24, 1899.

oratory and public speaking was kept on a high plane at Illinois College during these years. It is true that in only one instance did Illinois College win the prize in the intercollegiate contests, this, as previously noted, being in 1893, when W. H. Stevenson, '93, was awarded first prize for his oration on *The English Bible: Its Study as a Classic in College*. Although winning first prize only once, the boys won second place on several occasions and their oratorical efforts were uniformly creditable. The students who won second honors in the state contests of these years were the following: J. A. Barber, '94; R. F. Asplund, '96; F. C. Tanner, '98; and H. J. Dunbaugh, '99.

It was in this administration, largely on the suggestion of President Bradley, himself, that the joint debate was revived and finally became an annual event on the college calendar. Dr. Bradley had been on the campus only a few months when he urged the societies to hold a joint debate and literary program. His suggestion was accepted and on Friday evening, March 10, a joint program was given in the gymnasium.²⁹ The affair is described as "one of the pleasantest entertainments given on the Hill for some time." A large crowd of students and townspeople filled the gymnasium. The glee club sang; an essay was read by G. W. Govert, '95, Phi Alpha; a humorous declamation by J. W. Walton, '95, Phi Alpha; a reading by M. K. Martin, '93, Sigma Pi, and an oration by E. G. Baldwin, '94, Sigma Pi, rounded out the general program. The debate was on the subject: "Resolved that Man is Evolved from a Lower Order of Animals," with T. R. Wheeler, '96, J. A. Barber, '94, A. B. Fairbank, '96, representing Sigma Pi on the affirmative, and J. W. Putnam, '94, W. H. Stevenson, '93, and J. E. Calhoun, '96, speaking for Phi Alpha on the negative. No decision was given for the debate. The *Rambler* insisted that if it had been possible to secure an impartial judge "it would have been very hard for him to render a decision." "The joint debate will long be remembered," continued the *Rambler*, "as one of the chief events connected with the history of the College this year, and it is to be hoped that hereafter such things may be of more common occurrence." The next

²⁹ *Rambler*, Feb. 25, Mar. 18, 1893.

year, the miscellaneous literary features were omitted from the program and only the debate given. The subject was that of free trade and protection, Phi Alpha having the affirmative and Sigma Pi the negative; but again no attempt was made to render a decision.³⁰ The following year, apparently on account of the illness of one of the debaters, no joint debate was held,³¹ but in the winter of 1896 the joint debate reappeared on the college calendar and then, for the first time, a decision was rendered. The question was: "Would Governmental Ownership and Control of the Railroads Be Preferable to the Present System?" Sigma Pi supported the affirmative and Phi Alpha the negative. The decision of the judges was 2 to 1 in favor of the negative.³² Debates occurred regularly during the remaining years of this administration, Phi Alpha winning twice and Sigma Pi once.

Although college athletics largely overshadowed other student enterprises, the glee club continued a more or less precarious existence and a banjo and mandolin club was also maintained for a year or two. Nor should one overlook the organization of the first college band in this administration. Although the glee club made a few trips in the early years of the Bradley period, a general spirit of pessimism seems to have characterized the club. However, we read of a successful concert, "the biggest concert ever given on the Hill," by the club in the commencement week of 1897, and in the following year the club seems in general to have taken on a more active and successful existence. In the spring of 1899, the club sang at Monticello Academy and a number of other places.

It was in the fall of 1893 that the first college band sprang into being. Although, apparently, it did not maintain a continuous existence, the band added much to student enthusiasm and loyalty for a few years. The boys made a trip to Galesburg in 1893 to help Illinois College enthusiasm at the intercollegiate meet of that year. C. D. Williamson, -97, was the musical director, and H. H. Bancroft, the business manager.

A concert was given the following year in the gymnasium which, although not largely attended, was reported to have

³⁰ *Rambler*, Feb. 3, 1894.

³¹ *Ibid.*, Jan. 19, 1895.

³² *Ibid.*, Feb. 1, 1896.

been a musical success. The *Rambler* remarked in the spring of 1894, "While the Glee Club is meeting and adjourning without a quorum, the members of the band are going right along, sawing wood and saying nothing." We read of band music again at the gymnasium exhibition in the early spring of 1895, but that year seems to have been the last of its existence in this administration.³³

The *Rambler* continued its publication along the same general lines as in the previous period, although there was, with a few exceptions, a noticeable decline in the quality of this student publication. The paper continued to be managed by a joint-stock company, and the usual "squabbles" between the literary societies for the control of the paper kept the caldron of student politics boiling. An alumnus, Edward K. Putnam, '91, endeavored to stimulate literary activity among the students by offering two annual cash prizes, one for the best verse and the other for the best short story to be published in the *Rambler*, but the results were disappointing. The class of 1894, while juniors, brought out the first volume of the *Rig Veda*, a name which has been used by successive classes since that time for the college annual. The volume published by the class of 1897 proved obnoxious to the faculty especially on account of a cartoon reflecting on the president, entitled "Uncle Tom and Little Eva," and the faculty therefore ordered the suspension of the publication in the future,³⁴ but the next class evidently got around the prohibition by publishing an annual under another name—"Recollections of our Time."

In addition to the permanent establishment of the joint debate, three other important events occurred in the history of the literary societies—both Sigma Pi and Phi Alpha celebrated the fiftieth anniversaries of their founding, and a new society was established.

The commencement of 1893 witnessed not only the inauguration of a new college president, but also the fiftieth anniversary of Sigma Pi. Naturally many old Sigs returned to the campus for this reunion. The presence of two of the founders, Thomas K. Beecher and Samuel Willard, added great interest

³³ *Rambler*, Oct. 14, 28, 1893; Mar. 3, 24, Nov. 3, 1894; Mar. 23, 1895.

³⁴ Fac. Min., Sept. 4, 1896; *Rambler*, Mar. 6, 1897.

and enthusiasm to the occasion. Newton Bateman, another founder, sent greetings and his regrets—he could not be present because he was at that very time giving up the presidency of Knox College. The formal anniversary exercises were held on the afternoon of June 7 in Armory Hall on the city square.



THE SENIORS OF 1895

Standing: T. J. Simons, Eo B. Nash, G. W. Govert, T. H. Buckthorpe.
Seated: J. M. Duer, L. S. Doane, J. W. Walton, W. L. Ransdell, W. H. Garrett.

George H. Wilson, '88, delivered a carefully prepared historical address and Julian M. Sturtevant delivered an oration on the subject suggested by the motto of the society—"Union and Progress." In the evening, Sigs, young and old, gathered in the society hall for a social reunion, after which they adjourned to the new gymnasium for the anniversary banquet. The toastmaster was Judge James Shaw, '57, and responses were made by Julian M. Sturtevant, '54, George H. Willson,

'88, Thomas K. Beecher, '43, Samuel Willard, '43, Samuel W. Beggs, '93, the president of the society, S. R. Capps, '57, and H. M. Post, '61. The literary societies of the College were now beginning to show the dignity and stability of age.

Two years later, in 1895, occurred the fiftieth anniversary of Phi Alpha. This reunion, like the other, brought back to the campus a number of prominent alumni from far and near. Formal anniversary exercises were held in the Conservatory Hall in the city on Wednesday afternoon of commencement week. The society glee club, consisting of T. J. Simons, G. C. Lenington, Dr. John Walker, Charles A. Rowe, H. B. Smith, J. M. Duer, H. F. Scott, A. T. Capps and S. B. Stewart sang; prayer was offered by Dr. J. R. Harker and R. M. Hockenhull sang a solo. The main feature of the program, however, was the anniversary oration delivered by E. H. Bristow, '59, of Aberdeen, Mississippi, on the subject, "Better Fifty Years of Europe than a Cycle of Cathay." W. D. Robinson, '92, of Lincoln, Nebraska, was to have read the poem, but he could not come and his place was taken by John A. Shippey of Plymouth, Illinois.

As the *Rambler* remarks, "The real reunion took place at night." A host of Phis, including two of the founders of the society, William Jayne, '47, of Springfield, and Henry S. Van Eaton, '48, of Mississippi, gathered first in the society room in "Old Beecher" and then marched in a body to the gymnasium for the banquet. One hundred and fifty Phis are said to have attended the banquet. The toastmaster was General E. B. Hamilton, '60, of Quincy, not only a loyal Phi, but one of the most loyal alumni whom the College has ever graduated. Any banquet over which General Hamilton presided was sure to be a jovial as well as an interesting occasion. The following were the toasts of the evening: Major W. P. Callon, '59, responded to the subject, "The Semi-Centennial"; E. H. Bristow, '49, "Union, Peace and Plenty"; William Jayne, '47, "The Launching of the Ship"; E. A. Ayers, '77, "Old Illinois"; Charles Ridgely, '54, "The College Graduate—What Shall He Become?"; R. D. Russell, '71, "The Tie That Binds"; President Bradley, "The Yale Band"; Joseph M. Grout, '76, "The Lawyers of Phi Alpha"; E. K. Putnam, '91, "Phi Al-

pha's Great Ones"; S. W. Nichols, '68, "The Enthusiasm that Wins"; J. W. Walton, '95, the active president of the society, "The Society at Present"; H. S. Van Eaton, '48, "The Good Old Days"; Thomas Booth, '60, ended the program with his response on the topic, "There Were Artists in Those Days," which had reference to the painting of Professor Nutting's claybank horse. Such a long program shows that endurance as well as loyalty must have been a characteristic of the Phis of that day. If any left before the program was over, it is not so recorded in the records of the evening.⁸⁵

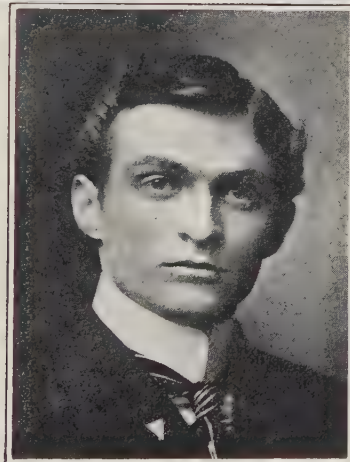
The increasing number of students created a demand for another literary society and led to the organization of Gamma Nu in the fall of 1897. At that time, 118 students were registered in the College. Sigma Pi limited its membership to 30, and although Phi Alpha had no constitutional limit of members, its membership numbered that year about 40. Obviously, unless a third society were organized, a considerable number of men in college could not be members of any literary society. The story of the beginnings of Gamma Nu is related in a paper which W. H. Cocking, '02, read before the society at an open meeting in February, 1927. Mr. Cocking tells how he and several of his classmates, disappointed because they could not get into either of the existing societies, wondered what they might do.

A day or two after this [he writes] when I had occasion to be talking to my former high school teacher, Miss Virginia Graves, I told her of the condition on the Hill with respect to the literary societies. She said "Why don't you freshmen form a new society of your own?" I, of course, thought that this was quite an undertaking for freshmen, but the more I thought about it, the more interested I became in the idea.

Not long after this I was over in the room of Arthur E. Sneed who roomed with Delbert Yocom on Mound Ave., just south of the Jones Building.⁸⁶ Sneed was a pal of mine and since my home was down town, it was handy for me to run over to his room between classes. We, of course, talked a great deal about what we were going to do about a society. I don't remember which one of us spoke about a new society first, but I do remember that I told Sneed what Miss

⁸⁵ *Rambler*, June 22, 1895.

⁸⁶ The room was in the house at 1141 Mound Avenue, according to Mr. Cocking.



AMONG THE FOUNDERS OF GAMMA NU

W. P. Duncan, A. D. Duff, W. H. Cocking, A. E. Sneed.

Graves had said to me. He at once said, "Let's do it." Shortly after this, Yocom came in and we told him what we were going to do and he said that he was in for it too.

In the meantime, several other students, including especially Andrew D. Duff, -01, were taken into the confidence of the original group. Finally Sneed and Cocking went to see Professor John M. Clapp, the freshman class officer, and asked him to call a meeting of all freshmen who might be interested. The professor, instead of calling the meeting himself, asked young Sneed to make the announcement and accordingly the initial meeting was held on Oct. 18, 1897, "in the old chapel hall in Sturtevant, where Professor Clapp met with the freshman class in declamation."³⁷ W. H. Cocking, '02, having called the meeting to order, W. P. Duncan, '00, was elected temporary chairman and Arthur E. Sneed, '01, temporary secretary. It was decided unanimously to organize a new society, Cocking being appointed chairman of the committee on constitution and by-laws. The meeting for the adoption of the constitution and by-laws and the election of officers was held on the evening of October 22 in Phi Alpha hall. Andrew D. Duff, -01, was elected president and Sneed was continued as permanent secretary. The following fifteen students then and a little later signed the constitution as charter members: W. P. Duncan, '00; George H. Stacy, -01; Francis C. Brewer, -01; Delbert F. Yocom, -01; John J. Bayne, '00; Francis William Bristow, -01; Thomas V. Hopper, '01; Arthur E. Sneed, '01; George Dirreen, '00; Andrew J. Goodell, -01; J. B. Thornton, '99; Wm. Henry Cocking, '02; A. D. Duff, -01; Arthur Thurman Lucas, -01; and Francis T. Finney, -01. President Bradley was present at this meeting and, according to the minutes, "made a very interesting talk which was highly appreciated." Some uncertainty and confusion exist regarding the name and motto of the society, due possibly to an incorrect translation of the Greek motto. At this meeting, Stacy, Cocking and Lucas were appointed a committee "to find a suitable name for the society." According to Mr. Cocking's recollection, the first motto suggested was:

³⁷ Minutes of Gamma Nu, Oct. 18, 1897; place of meeting is mentioned in paper by Mr. Cocking.

Gnothi Seauton (Know Thyself), the name to go with this motto, Gamma Sigma, being the first letters of each word. The other motto [he continues] I do not remember, but the name suggested to go with that motto was Gamma Nu. We, of the committee, liked the first motto, but as we were feeling at that time, it could not have anything to do with Sigma. We all liked the name Gamma Nu and we liked the motto, Know Thyself. In order to have the name we liked go with the motto we liked, I suggested that we capitalize the first and last letters of *Gnothi seautoN*, which were Gamma and Nu. This met with unanimous approval, although it was very amusing to Professor Churchill, our Greek Professor.

The minutes, on the other hand, show that the society voted at a December meeting that the "Greek phrase, *Γνώσις καὶ Νίκη*, meaning Success through Knowledge, be substituted for the Greek phrase, *Γνώθι Σεαυτόν*, meaning Know Thyself." However, the phrase, *Gnothi Seauton*, Know Thyself, survived in the traditions of the society and is the motto acknowledged today.

Having effected its organization, the new society held its first regular meeting in Phi Alpha Hall on Friday evening, Nov. 5, 1897. A. D. Duff, -01, presided; essays were ready by D. F. Yocom, -01, the first person to appear on a Gamma Nu program, and W. P. Duncan, '00; declamations were delivered by A. J. Goodell, -01, F. C. Brewer, -01, and A. E. Sneed, '01. The extemporaneous speakers were G. H. Stacy, -01, and F. W. Bristow, -01. The question for debate was a timely one: "Resolved that Co-Education is Beneficial." The debaters were J. B. Thornton, '99, F. T. Finney, -01, and A. J. Goodell, -01, for the affirmative and W. H. Cocking, '02, Thurman Lucas, -01, and T. V. Hopper, '01, for the negative. The decision on ability was given to the affirmative. Several representatives from the two older societies were present.⁸⁸ Subsequent meetings of that fall and early winter were held in the Jones Building until in February, 1898, the new society began to meet in the old library room on the second floor of Beecher Hall. By purchase and gift the society managed to get enough furnishings to make its quarters attractive. It had about twenty members who looked forward into the future with confidence

⁸⁸ *Rambler*, Nov. 13, 1897; Minutes of Gamma Nu, Nov. 5, 1897.

and enthusiasm. However, Gamma Nu was destined to have a brief existence. A dwindling number of students a few years later cut off the supply of possible members, and the society, therefore, "petered out,"³⁹ although in still more recent times it has been reorganized and is today in a flourishing condition. Although the two older societies apparently gave a cordial welcome to the new society, they did not recognize it in the arrangements for the joint debates which occurred in this administration.⁴⁰

At various times in the history of Illinois College, attempts have been made to establish secret fraternities. The chapter of Beta Theta Pi which existed for several years (1856-1865) represents the most serious effort made in this direction by the students of the College. Again in the latter part of the administration of President Bradley, a group of students endeavored to organize a secret fraternity—this time not as a chapter of a national fraternity, although doubtless it was the hope of the organizers that in due time some connection could be made with a national society. Apparently the first public reference to the organization was an article in the *Rambler* of Apr. 10, 1897, headed *Beta Theta Beta*, the name adopted by the fraternity. The article was an account of what purported to be "the first annual banquet" of the society. A list of toasts, with the names of those who responded, was given, together with a more or less formal statement of the objects and aims of the fraternity. Perhaps it may be well to let the young men who endeavored to establish this secret fraternity speak for themselves:

In order that our object may not be misunderstood it is only fair to the faculty, the students and to ourselves that we make some statement in regard to the purposes of the organization. We are not a chapter of a national fraternity. We have not formed a clique to control college affairs, and we wish it distinctly understood that we will have nothing to do with college politics. Beta Theta Beta does not wish to antagonize or in any way rival the literary societies. The aim of the literary societies and the purposes of the fraternity are entirely different and cannot conflict. The members of the fraternity are as loyal to Phi Alpha and Sigma Pi as they ever were. If the leaders of Beta Theta

³⁹ The last meeting, according to the record, was held Dec. 6, 1901.

⁴⁰ *Rambler*, Dec. 11, 1897; Mar. 8, Apr. 26, Nov. 15, 1898. Gamma Nu is now a chapter of Kappa Phi Sigma, a national debating society.

Beta see that the literary societies are in any way injured by the fraternity they will be the first to break it up.

The immediate object of the society was declared to be the publication of a book of "Illinois Yarns," since the college annual had been suppressed by the faculty. Determined opposition to the proposed fraternity soon developed, especially among the members of Phi Alpha, led by Alexander A. McDonald and W. E. Sampson. It culminated in a strong resolution passed by Phi Alpha requesting their members who had joined the new fraternity to withdraw and declaring the new organization to be "exclusive" and "contrary to Phi Alpha principles." There is a record of two other annual banquets of the new society and then it seems to have passed quietly out of existence.⁴¹

That greater freedom of social diversions among the students, which began in the days of Dr. Tanner, developed to a still greater extent in the period of his successor. President and Mrs. Bradley permitted the students, for example, to dance at the receptions held in the president's home. The juniors in 1896 held another "Prom," the first since that given by 1892, but, unlike the latter, it could not be held in the gymnasium but had to be given in a hall in the city. The next year the junior class held its dance at the School for the Blind, but the class of 1899 secured permission to dance in the college gymnasium. However, there was still a serious question in the minds of some officers and friends of the College, whether it was proper for the institution thus to give official sanction to dancing among the students, and the trustees received a strong protest against the custom from a committee of local citizens.⁴² The trustees, however, decided to stand by their promise to the juniors of that year, and when the Prom was given in the gym, some members of the board were present. The record does not state whether or not they danced.

The increasing number of students and the demands for better library and laboratory facilities called urgently for an

⁴¹ A. A. McDonald to author, Hugo, Okla., Mar. 31, 1923; W. W. Moore to author, Traverse City, Mich., Oct. 25, 1925; *Rambler*, May 10, 1898; Jan. 11, 1899.

⁴² Min., Oct. 29, 1897.

expansion of the college plant. Again and again President Bradley urged this need upon the attention of his trustees and the friends of the College. The College obviously could not hold its own in competition with the growing universities of the state and other stronger colleges, unless better equipment could be provided. To the joy of all announcement was made at the commencement of 1895 that a "resident alumnus" had promised to donate \$20,000 for a new library and chapel building provided others would subscribe an equal amount for endowment. Although the name of the donor was not mentioned, it seems to have been generally known among the commencement audience that it was a prominent alumnus then sitting on the platform, Dr. Hiram K. Jones. Announcement was also made that \$8,000 had already been subscribed, mainly by trustees, to help meet the conditions laid down by the donor. The building became a memorial to Elizabeth Orr Jones, the wife of Dr. Jones. It also remains to be recorded that Dr. Jones was to be paid an annuity of 5 per cent on his donation during his lifetime, although, with characteristic generosity, he waived this privilege before he died.⁴³

The president and trustees now had a very definite task before them and they endeavored to arouse the alumni and friends. Financial conditions were not especially propitious in the country during those years of 1895 and 1896 and it was not easy to secure the necessary subscriptions. However, at the annual meeting of the board in June, 1896, the president was able to announce not only that the necessary \$20,000 had been raised, but also that William Chauncey Carter, a highly respected local alumnus of the class of 1845, had given an additional \$5,000, represented by the value of a local residence property. These announcements added great interest and enthusiasm to the commencement of that year.⁴⁴ In the new endowment were three scholarship funds, which have ever since enabled the College to extend a helping hand to worthy students of slender financial means—the Frank L. True, the Henry Haskins Ousley and the Christian Endeavor Funds and also a memorial alcove library fund in honor of D. W. Fair-

⁴³ Min., June 12, 1895; *Rambler*, June 22, 1895.

⁴⁴ Min., June 10, 1896; *Rambler*, June 20, 1896.

bank. The corner stone of the new building was laid early in the fall, and in June of the following year it was dedicated. The exercises included a "symposium" on philosophy, which brought some well-known scholars to the campus, including Professor James H. Tufts of the University of Chicago who spoke on "The Development of Individuality and Individualism" and Dr. William T. Harris, the United States Commis-



LAYING THE CORNER STONE OF JONES HALL

President Bradley, Dr. Jones, Dr. Milligan.

sioner of Education, who delivered an address on "The Fruits of Philosophy." Dr. Jones himself read a paper on "Philosophy in Higher Education." The dedicatory address was given by President Charles F. Thwing of Western Reserve University and Dr. T. J. Pitner accepted the building on behalf of the trustees.⁴⁵ Given in memory of a beloved wife, the building, in the minds of alumni and friends, stands also as a memorial to one of the most loyal and generous alumni of Illinois College. It greatly improved the library facilities of the College, added a few recitation rooms to the plant and provided a chapel auditorium with accommodations for about 300 students.

⁴⁵ *Rambler*, June 19, 1897.



“JONES MEMORIAL”

The College, as well as the city, naturally took a great interest in the candidacy of William Jennings Bryan, '81, for the presidency of the United States in 1896. Mr. Bryan had made his mark as a student. Entering as a young and modest "prep" in 1875, he had come into college with the freshman class two years later. Although he was not among those students who were constantly in the limelight by their participation in many "activities," he gradually won the recognition of both his instructors and fellow students by those qualities of character, ability and leadership, which in the course of the years made him one of the most influential political leaders of his generation. In his freshman year he won the second prizes in both declamation and Latin composition; in his sophomore year he managed to win a first prize—that in essay with a production on the subject of "Labor"; in his junior year he was business manager of the *Rambler* and in his senior year he became the associate editor of this student paper. Not at once but gradually he had demonstrated his ability as a public speaker, winning, as noted in a previous chapter, the junior prize in oratory and securing the second prize in the intercollegiate oratorical contest. His principal exercise while in College, he tells us in his *Memoirs*, "was walking from my boarding place on College Avenue, up to my recitations and back, and down town and back. . . ." In athletic sports he was an expert in jumping, but in baseball, then the most popular college sport, he "was usually assigned to the right field" where his "inefficiency would least embarrass the club." He was graduated as valedictorian of his class. Although his career in Congress, his genuine interest in his alma mater, and his ability as a public speaker had attracted some attention in Jacksonville, neither on the campus nor in the city did anyone have a thought of the great powers of leadership and influence latent in this young alumnus. Mr. Bryan was present at the Sigma Pi Triennial in the commencement week of June, 1896. He was the orator of the occasion and spoke on the subject: "Job and his Boils; Our Government and the Ills which Beset It." It was only a few weeks later that he delivered his Cross of Gold speech and won the nomination for the presidency.

Early in the fall the *Rambler* published a special Bryan

number, containing several reminiscent articles of interest and value in any study of the career of Mr. Bryan.⁴⁶ The last of October the candidate himself came back to the campus and spoke at the morning chapel service. There was much curiosity, not only in Jacksonville but elsewhere, as to how this candidate, whom the Yale boys had "heckled" in New Haven, would be received by the students of his own alma mater. As a matter of fact he was given a sincere, "non-partisan" reception in the chapel and his address to the students was in every respect worthy of the occasion—an eloquent little speech, breathing loyalty to his alma mater and yet in a dignified, shrewd, forceful manner making an appeal for support. He began:

A man who forgets his mother loses the respect of all good people, and so a man who leaves college and forgets his alma mater can hardly expect to enjoy the esteem of good people. It always gives me great pleasure to come back to Illinois College, because I remember the days in which I spent two years in Whipple Academy and four years in college as not only among the most pleasant days of my life, but as the most profitable days of my life; and when I return to these scenes, a flood of memories presses upon me. I remember that it was here, as a young man, that I began to study the subject of political economy; and it was under that great leader that we had in this college for so many years, Dr. Sturtevant, that I became first interested in the great public questions of the day. I remember his teachings, as I listened to him at that time, a boy, and for many years I could find no better arguments in defense of one of the questions before the public than his book, which was a text book in the college, presented. And when another great question came before the people and began to engage public thought, I wondered whether he had covered that question in his book and whether his great mind had applied itself to the fundamental principles which underlie the question which now so arouses the thoughts of the people. When I began to examine, I found that in that book—I don't know whether you use it now or not, but you did when I was in college, "Economics, or the Science of Wealth," by Dr. Sturtevant—I found that in that book he had stated the great fundamental principle which underlies the money question.

He tried to demonstrate to the students and friends who filled the old chapel room that in advocating free silver, he

⁴⁶ *Rambler*, Oct. 24, 1896. The article by Jeremiah Donahue is perhaps the best. See also "College Career of William Jennings Bryan," by G. R. Poage in *Miss. Valley Historical Review*, Sept., 1928.

was only applying principles which he had learned at Illinois College. To justify his position on the money question, he made quotations from President Sturtevant's book. He shrewdly pointed out that his old instructor, who was held in such great reverence on the campus and in the city, had argued for a stable monetary standard—one that would be just to



WILLIAM J. BRYAN ON STURTEVANT HALL STEPS

OCT. 22, 1896

debtor and creditor alike. That, he went on to argue, was exactly what he himself was advocating in this political campaign. Although he could not prove that Dr. Sturtevant, were he alive, would have believed in the free coinage of silver by the United States alone, his argument was so persuasive and shrewd as to give that impression.⁴⁷ As a matter of fact, the family of Dr. Sturtevant very much resented Mr. Bryan's effort to connect their father with the "free silver heresy." Although Dr. Sturtevant, like all thoughtful students of the monetary question, had emphasized in his little book the advantages of a stable monetary system, there was no indication,

⁴⁷ *Rambler*, Nov. 7, 1896.

as critics of the speech pointed out, that Mr. Sturtevant would therefore have advocated the free coinage of silver by the United States.

The war with Spain stirred up patriotic fervor on the campus of Illinois College as it did among college youth everywhere. One morning before war was declared, an effigy of a man and a piece of bunting marked "Spain" were discovered, suspended from the flagstaff on the Sturtevant tower. The students held a demonstration, made speeches, and sent resolutions to President McKinley and the congressman from the district, but the college authorities and the *Rambler* frowned on the episode as "not commendable" and "injudicious."⁴⁸ When war did break out, several students enlisted, in spite of the conservative attitude of the faculty and of the president who, in a chapel talk, advised students "to consider carefully before any of them decided to enlist." A little later, some sixty students organized themselves into a company for military drill on the campus, with the thought that if they enlisted, they might go into the service as a group. The faculty voted that any seniors who enlisted that spring would receive full credit for the term's work, and when commencement occurred three men who were in the service, received diplomas *in absentia*: J. S. Dobyns, W. E. Doane and V. J. Cohenour. These and several other Illinois College boys had enlisted in Company I of the Fifth Illinois Volunteer Infantry commanded by Captain Edwin C. Vickery. Among the graduates of the College, Colonel Bryan, '81, was the most conspicuous alumnus who went into the war. So far as it has been possible to trace the records, some thirty-five students and alumni and former students of Illinois College enlisted in the Spanish-American War.⁴⁹

A plan for the official representation of the alumni on the board of trustees was finally worked out at this time. The movement had been initiated earlier but it was not until this period that the details were finally determined and the plan put into actual operation. At the annual meeting in June, 1893, the trustees resolved "that it is desirable that some arrangement should be made whereby a portion of the board of trus-

⁴⁸ *Rambler*, Apr. 12, 1898.

⁴⁹ *Ibid.*, Apr. 12, 26, May 10, Oct. 11, 1898; Fac. Min., Apr. 29, 1898.

tees, to hold their office for a limited time, should be annually elected by the alumni of the College," and then they appointed President Bradley as a committee of one "to carry such resolution into effect." At the meeting of the alumni association that commencement, Judge Kirby advised the association of the action of the board and a committee was appointed to arrange the details of the election for the next year.⁵⁰ At the next annual meeting of the trustees a more or less definite plan, suggested by the committee of the alumni association for the election of alumni trustees, was adopted. According to this plan the whole body of the alumni, without reference to membership in the alumni association, were to be privileged to nominate three trustees, whose final selection was then to be made, as directed in the charter, by the board itself. The term of these alumni trustees was to be three years; the first selection was to be made at the annual meeting in June, 1895, and an additional trustee was to be elected each succeeding year. It seems that the response of the alumni to the request for a vote that year (1893-1894) was not very satisfactory, no person receiving a majority. One other regulation adopted deserves mention for it soon led to some embarrassment. This regulation was in these terms: "That the only restriction placed upon the nominees be that no person shall be eligible who has been connected with the College, as a student or teacher, within three years of his nomination."⁵¹ At this meeting of the board it was also decided to make the total number of trustees henceforth twenty-five.

The first trustee nominated by the alumni under the new plan was Harold W. Johnston, ineligible, it will be noted, according to the regulations. The trustees apparently at first refused to act on this nomination from the alumni, although the association at its annual meeting in June, 1895, had requested them to waive the restriction. When the matter was pressed, however, the board, in special meeting held in the fall of 1896, consented that Professor Johnston should serve for a term of three years from June, 1895, voting at the same time that the regulation should not be repealed and that this elec-

⁵⁰ *Rambler*, June 10, 1893.

⁵¹ *Min.*, June 13, 1894; *Rambler*, June 23, 1894.

tion should simply be regarded as an exceptional action.⁵² While this matter was under consideration, Richard Yates, '80, was, on the nomination of the alumni, elected alumni trustee by the board at its annual meeting in June, 1896. He was, therefore, the first alumnus to be thus actually chosen. The third alumni trustee, thus completing the first group of three, was Julian P. Lippincott, '72, chosen in 1897. When Professor Johnston's term as alumni trustee expired in 1898, he was elected a permanent member of the board.

Judge Edward P. Kirby, '54, who had served as treasurer of the College for the long term of twenty-four years, resigned this office in 1898, although, at the urgent request of his colleagues, he consented to retain the office of secretary, which he held for several years more.⁵³ No one, familiar with the history of Illinois College, can fail to recognize the devoted service of this alumnus. He was succeeded in the office of treasurer by John A. Ayers, '68.

Considerable improvement was made in the organization and routine work of the board in this administration. A new plan of standing committees, for example, was adopted in 1897.⁵⁴ The list of committees included the following: (1) prudential committee, which continued to be virtually an executive committee; (2) auditing committee; (3) building and grounds committee; (4) committee on memorials; and (5) finance committee. Professor Johnston strongly urged the board to add a "faculty committee" to this list, perhaps with the thought that the board should exercise greater control over the president in matters relating to faculty appointments, but the board refused to concur in his suggestion. Somewhat later, a committee on honorary degrees and the investment committee were added to the list.⁵⁵

The preparatory department continued to attract a goodly number of students. When Dr. Harker resigned in 1893, he was succeeded for about a half year by a Mr. Augustus Walters and then more permanently by Jacob A. Zeller, who proved fairly successful in inducing the farmers of Illinois to send

⁵² Min., Nov. 13, 1896; *Rambler*, June 22, 1895.

⁵³ Min., June 9, 1897; June 8, 1898.

⁵⁴ *Ibid.*, June 9, Oct. 29, 1897.

⁵⁵ Min., June 8, 28, 1898.

their sons to Whipple Academy.⁵⁶ The time had not yet come when the state of Illinois was ready to guarantee a free high school education to the youth of the state, and there continued, therefore, to be a fruitful field for a private preparatory school of the type of Whipple Academy. It was, however, in the college department and not in the Academy that any substantial increase in attendance occurred.

"Sunday chapel" was abolished in this period with the hearty approval of the students if not with the endorsement of all friends and alumni. If this action was by any possibility a sign of a decreasing interest in religion, the introduction of courses in Bible Study into the regular curriculum, as distinct from the old courses in Christian Evidences and Theism, was an indication that the faculty were not unmindful of the religious needs of the students. The student Science Society, organized in Dr. Tanner's time, continued to meet and evidently did much to stimulate an interest in science among the students. The "Dorm Court" continued a checkered existence with not much that is worthy of record. The Y.M.C.A. had its usual "ups and downs," the abolition of "Sunday chapel" tending to reduce attendance at the Association meetings, which previously had been held immediately after the Sunday services. Nor must one fail to record the resignation in 1892 of Mrs. Julia W. Lyman from her position as matron of the college boarding club, a position which she had held most acceptably for several years.

Dr. Bradley, like many another college president, met his Waterloo on the field of college finances. It is said that when he accepted the presidency of the College, he was definitely assured by the trustees that they would manage the finances, including the raising of endowment. Whether such a promise was ever made or not, it did not take the new president long to discover that if additional funds were to be secured, he, himself, must raise them. In justice to Dr. Bradley it must be admitted that whatever advantages Illinois College may have possessed when he was entrusted with its administration, the institution was not even at that time in a sound, financial condition. When Dr. Tanner died, the College was far from having an endowment sufficient to provide an adequate income.

⁵⁶ Min., June 7, 1893; June 13, 20, 1894.

Furthermore, thousands of dollars of subscriptions remained unpaid and the deficits, sad to relate, went on accumulating with annual regularity. To mention the amounts of these deficits is, perhaps, the best summary of the actual financial condition of Illinois College during the seven years of Dr. Bradley's presidency: 1892-1893, \$7,838; 1893-1894, \$10,763; 1894-1895, \$14,083; 1895-1896, \$4,703; 1896-1897, \$5,996; 1897-1898, \$8,317; fortunately the last year (1898-1899) there was no deficit, due chiefly to the collection of delinquent interest by the new treasurer, J. A. Ayers. This meant a total accumulated indebtedness during the seven years of Dr. Bradley's presidency of nearly \$52,000.

The tuition charge remained at the low figure of \$50 per year throughout the years of this administration. The total income from regular tuition from both college and preparatory departments increased from \$4,535 in 1892-1893 to \$6,031 in 1897-1898.

The trustees made one or two fruitless attempts in the early years of the administration to raise additional funds. However, these efforts never got far beyond the stage of general discussion and the appointment of committees, always an easy way of disposing of a troublesome problem. Advances were made in the fall of 1893 to Allan Tanner to serve as a financial agent of the College and the next year the board appointed a committee "to take into consideration the advisability of an attempt to increase the endowment of the College." There is, however, no record of any report ever having been made by this committee. While the need for additional endowment became ever more pressing, the need of new buildings and laboratory apparatus to provide for the increasing number of students and to bring the College up-to-date in its material equipment was also yearly becoming more apparent. It was not until Dr. Hiram K. Jones, '44, made his offer in 1895 to build a new library and chapel that a definite movement for the expansion of plant and endowment was inaugurated. While the success of that effort greatly improved the college plant, it accomplished little or nothing in the direction of improving the general financial condition of the College, for the overhead ex-

pense of maintaining the new building absorbed nearly all of the additional income from the new endowment.

Meanwhile the annual deficits continued and the general financial depression characterizing the years 1896-1897 added to the discouragement of the trustees. Finally at the annual meeting of the board in June, 1898, the president was "authorized and directed to undertake to raise the sum of one hundred thousand dollars."⁵⁷ Arrangements were to be made to relieve him of his teaching and other duties so that he might give his undivided attention to the supreme need of the hour. At this same meeting the resignation of the treasurer precipitated a discussion of the general methods of keeping the college accounts and of investing the endowment funds. The result was that the auditing committee, of which Mr. Charles Ridgely of Springfield was chairman, was instructed to make a detailed investigation of the finances of the College and especially to prepare and present to the board "a statement showing to what extent, if any, the permanent or endowment fund may have been encroached upon, to meet the current expenses of the College, or for other purposes, beginning with the year 1890 and continuing year by year to the present time."

The committee interpreted its instructions broadly and presented a rather significant report at a special meeting held a few weeks after the annual meeting. It must be confessed that some of the explanations in the report seem somewhat superficial, if not insincere. For example, to state that the endowment had been "*somewhat* encroached" upon was certainly far from frank, in view of the facts previously stated and which must have been as clear to this auditing committee as to anyone who today reads the reports of the treasurer. Also, it seems difficult to understand how the committee could report to the board that while the "income of the College has not been sufficient to cover its running expenses,—this is not the case to any large extent." The explanation offered by the committee was that much of the shrinkage in endowment had been caused by improvements to the plant, shrinkage in the value of the securities, paving assessments, etc. The committee then proceeded to make some recommendations for improving the methods of keeping

⁵⁷ Min., June 8, 1898.

the college accounts and for insuring the safe and proper investment of the endowment funds, all of which recommendations were adopted by the board.⁵⁸ Perhaps the chief importance of these new regulations lay in the fact that they were evidence of the awakening of the trustees to the serious financial situation of the College.

Arrangements having been made for taking care of the ordinary duties of the president by appointing the Reverend F. S. Hayden of the local Congregational Church to help teach the senior class, and by distributing other routine duties among various members of the faculty, the president was now ready to start upon his arduous task. The preparation of a financial statement to be sent to the alumni and friends at once presented perplexities. The special committee appointed on the subject reported that it found the difficulties of preparing such a statement "most embarrassing." Should the alumni and friends frankly be told all the facts? The special committee referred the whole question back to the prudential committee, but no very definite decision seems to have been made.⁵⁹

As the end of the year approached, the president, discouraged because he had not made more substantial progress in the financial campaign and possibly for other reasons, decided to offer his resignation. A few days before the annual meeting, he called a special meeting of the prudential committee and disclosed his intention to its members and asked their advice. Apparently they did not attempt to persuade him to alter his intention and after some discussion the committee adjourned, instructing the secretary to notify the members of the board that one of the items of business at the next annual meeting would be the resignation of the president.⁶⁰ When the trustees assembled for the annual meeting, the president reported that he had secured an offer of \$25,000 on condition that the whole amount of the proposed fund of \$100,000 be raised, but for some reason there were practically no subscriptions from alumni or trustees and only a few hundred dollars from other friends. With the exception of the \$25,000 from the anonymous friend, practically nothing had been accomplished. No

⁵⁸ Min., June 28, 1898.

⁵⁹ Min. (Prud. Com.), May 6, 1899.

⁶⁰ *Ibid.*, June 3, 1899.

wonder the president felt discouraged! In about the middle of the proceedings, he withdrew, leaving his resignation with the board. It was accepted.

The question naturally arises: why did President Bradley resign? The only reason given in his letter of resignation was his failure to secure the \$100,000 which the board had "authorized and instructed" him to raise. If there was any particular controversy connected with the resignation, it certainly does not appear in the records. The following was the president's letter of resignation:

Jacksonville, Ill., May 30, 1899.

To the Trustees of Illinois College.

Gentlemen:

At the annual meeting of the Board of Trustees of Illinois College, held June 8, 1898, the President was authorized and directed to raise one hundred thousand dollars for the increase of the Endowment Fund. An offer of \$25,000 conditioned on the raising of the entire amount was secured early in the year, but I regret to report that I have been unable to accomplish the work assigned me. It seems highly important for the interests of the College that this amount should be raised, and I therefore herewith present my resignation to take effect January 1, 1900. I earnestly desire the continued prosperity of Illinois College. During the seven years which I have devoted to the service of the institution, it has gained a warm place in my heart. Its work and its associations have engaged my deepest solicitude. I shall not cease to love it, and I earnestly hope that some one may be found to preside over its interests who will be able to so increase its resources and so develop its various departments of work, that its highest possibilities and the highest wishes of its friends may be realized.

In taking this step, I desire to express my deep appreciation of the many courtesies which I have received from this Board and its individual members, and thank them for their co-operation in efforts for the upbuilding of the College.

With great respect, I am, gentlemen,

Very sincerely yours,

John E. Bradley.

The trustees, in their formal resolution accepting the resignation, expressed their high personal regard for the president and their appreciation of the work which he had done for the

College. The financial problem of the College was not being solved and the trustees evidently felt, like the president himself, that another man must be called to the task. Possibly there were also other reasons for the resignation, for it is not often that actions are determined by a single circumstance. The president, although a man of many admirable qualities and of demonstrated ability in certain fields of education, seemed to lack the vigor just then needed by a college struggling for existence. Fortunately for all concerned, the change took place with good feeling on both sides and the fact that President Bradley and his wife remembered the College in their wills, shows that there could have been no wounds which left a scar.

On the resignation of President Bradley at the end of the year 1898-1899, Professor Milton E. Churchill became Dean and Acting-President of the College. He held this position during the next academic year. Little needs to be recorded in the history of this year. Professor Churchill was an able teacher, as his career at both Illinois and Pomona has demonstrated, but the College could do little more than "mark time" during this brief interval. The resignation of Professor John M. Clapp of the department of English and Oratory, who now followed Johnston to the University of Indiana, was a distinct loss to the College. Professor Churchill was able to announce at the mid-winter meeting of the trustees an anonymous gift of \$1,500 as a Mary Moulton Adams Memorial Fund, for the general endowment of the library, but the year added another deficit to the financial burden of the College.



PRESIDENT BARNES

CHAPTER XIII

PRESIDENT BARNES

BEGINNING MY PERSONAL RECOLLECTIONS

I HAVE now come to a period in the history of Illinois College which I can hardly discuss with the objective detachment of a historian. I, of course, had nothing to do with the events and policies described in the preceding chapters but with what follows, excepting the first few years, I have had a more or less intimate relation, first as a regular member of the faculty and then as president. I should prefer to leave to another the task of writing the history of the last twenty-five years, for obviously one is always a prejudiced judge of his own actions and policies. Furthermore, too many of the participants in the events of the last quarter of a century are still living, to enable one to write with perfect freedom regarding this period. These concluding chapters must, therefore, be somewhat autobiographical with the limitations that always characterize that kind of history.

It was in the fall of 1902 that I came to the campus of Illinois College. I must confess that it was for me a new experience. In many ways I was unprepared to teach in such a college but fortunately I was young and willing to learn. I had received most of my own college training, both undergraduate and postgraduate, in an eastern institution, Cornell University. For three years, I had also taught there as an instructor in American history. After a year of travel and study abroad, including a semester at the University of Berlin, I had gone to Leland Stanford University on the Pacific Coast, accepting a temporary appointment as instructor in history. It was from Stanford that I came to Illinois College as professor of history. My training and experience had therefore been altogether in large universities and I was chiefly interested in the ideals of specialized scholarship which dominated university work. At Cornell, my teaching had been confined largely to a course on American colonial history and another on the history of the State of New York; at Stanford, it was American colonial his-

tory and modern English history which occupied my attention. I had learned to do concentrated and somewhat thorough work in very limited fields. How different were the conditions of teaching in a small college! How much I had to learn and unlearn! That first year, besides teaching two courses in the more or less familiar fields of American and English history, I was obliged to conduct courses in general European history, the Reformation and the French Revolution, economics, public finance, money and banking, political science and international law. At first I floundered so in this sea that it hardly seemed possible to keep afloat but in time I learned to swim. I had at one time and another taken courses at either Cornell or Berlin in all of these various subjects and I soon discovered that however little I might know, I at least knew more than the students in my classes. Furthermore, in time, I came to appreciate the stimulating opportunity of dealing with subjects of large, general importance in various fields instead of confining my studies to smaller problems of more limited range.

The intimate personal relations both among members of the faculty and between faculty and students were also a new and pleasant experience for me. I boarded at the boys' Club, where most of the other bachelor instructors also took their meals. The fare was simple but wholesome and cheap, as it still is. We were a kind of happy family. When I came to Illinois College, it was of course an institution exclusively for men. To have only men in my classes was therefore another new experience, and I missed the refining influence of the women and their faithful performance of the daily tasks of the classroom. It took a little time for the boys and myself to understand one another. Like many young instructors, I was perhaps severely exacting in my requirements, but in a short time I believe I won the confidence and respect of my students. At any rate, I do not recall that, as an instructor, I ever had any serious disagreement or case of discipline in my classes. •

I found on the faculty of Illinois College a group of men, young, like myself, and with a training and experience very similar to my own. It soon became evident to me that a radical change had recently taken place in the personnel of the faculty and that this circumstance, together with the changes in courses

and methods of instruction, had created a spirit of unrest on the campus and perhaps also in the town.

The young president who had called me to this new field of labor was Clifford Webster Barnes, a Yale man who had also taken his divinity course at Yale. He had served for a short time as secretary of the Young Men's Christian Association at his alma mater; had travelled and studied abroad, and more recently had worked at Hull House in Chicago. At the time of his appointment at Illinois College, he was serving as an instructor in sociology at the new University of Chicago where he had received his master's degree. Let me briefly recount the details of the beginning of his administration as president of Illinois College.

When President Bradley resigned the trustees had appointed, as a "Committee on Inquiry and Correspondence" to seek a new president, Messrs. Dana, McMillan, Kirby and Ridgely, but owing to the fact that a movement developed to persuade Dr. Dana himself to take the presidency, the original committee had to be reorganized.¹ This was done by appointing Ridgely, Johnston and Kirby as a new committee of inquiry. Professor Johnston evidently became an ardent champion of the possible candidacy of Dr. Dana and quietly corresponded with a few trustees and friends among the alumni to bring about his selection. However, obstacles presented themselves to such a choice: in the first place, the "candidate" himself was not in a very "receptive" mood and the other members of the committee evidently hesitated to approve the suggestion. Advances were also made to Dr. William E. Barton of the Congregational Church at Oak Park, Illinois. Having only recently gone to the pastorate in that suburb of Chicago, Dr. Barton, in the end, was not willing to consider the presidency of Illinois College and suggested to the committee the name of Mr. Barnes.²

The conditions on which Mr. Barnes accepted the presidency of Illinois College are clearly set forth in his letter to the trus-

¹ Letters from Harold W. Johnston, '79, to Geo. H. Wilson, '88, disclose some of the more intimate details.

² T. C. MacMillan to author, LaGrange, Ill., Jan. 24, 1927; I have also had a conversation with Dr. Barton on the subject. See also Min., June 20, 1899; Feb. 23, 1900.

tees, which the board unanimously approved. They included the following points: (1) The permanent endowment fund was to be "kept intact"; (2) a "vigorous effort" was to be made to "increase the endowment to \$500,000 by the first of June, 1904—the seventy-fifth anniversary of the College"; (3) in the meantime, a guarantee fund of \$7,000 a year for three years was to be raised to help pay running expenses; and finally, "over and above this," the college plant was to be put "in a perfectly satisfactory condition for the opening of the fall term." The new president agreed himself to contribute \$500 annually to the guarantee fund, it being understood that his salary would be \$2,500 a year.³

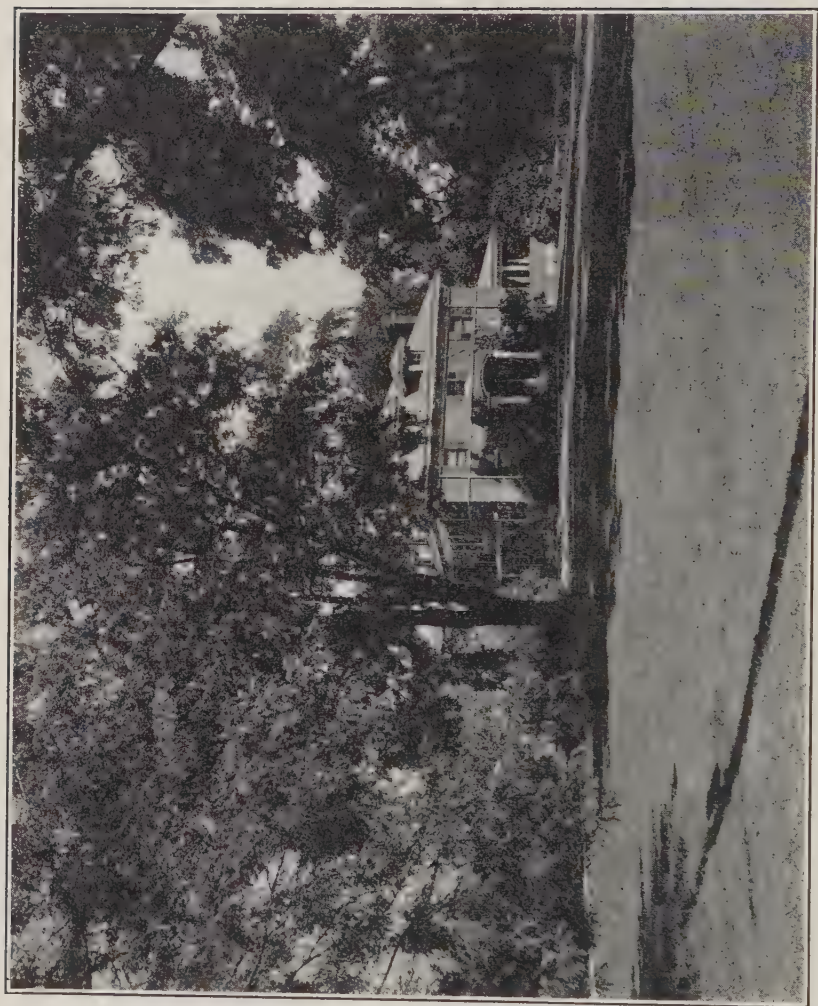
The trustees concluded this contract on June 13, 1900, and early the next morning, which was commencement day, the new president arrived from Chicago. He presided at the adjourned meeting of the trustees and was presented to the commencement audience by Judge Kirby.

Once more hope blossomed. The new president, with his confident spirit and optimistic enthusiasm, restored confidence in the future of the College. The fact that, like the founders, he had come from Yale appealed to the sentiment of many friends and his connections with men and women of large means held out hopes of early financial recuperation. Mr. Barnes showed himself to be a man of high ideals with a broad vision, ready to plunge at once into the hard work that awaited him. A new day appeared to dawn and large developments seemed to loom on the horizon. A trustee, who later became very critical of the new administration, wrote to a friend: "It may as well be understood that if any failure is made, it will be the failure of the body that called Mr. Barnes." The editor of the *Rambler* wrote, a few months after the beginning of the administration: "At least, not for many years, has so much college spirit been manifested among the students of the College as now. Every student on 'The Hill' has a good word for the College. All are enthusiastic for her welfare."⁴

At a meeting of the prudential committee, held only a few weeks later, Mr. Barnes submitted a proposal to build at his own expense and on certain other conditions a commodious

³ Min., June 13, 1900.

⁴ *Rambler*, Mar. 6, 1901.



THE PRESIDENT'S HOUSE

president's house on the campus. The trustees were to repay him the cost of the house "out of the first money raised for the new endowment fund." He proposed furthermore, after the purchase of the house by the College, to pay an annual rental for it. The trustees accepted the proposal on the terms suggested and the house was soon in process of construction.⁵ Although originally an estimate of about ten to fourteen thousand dollars was mentioned, the actual cost of the residence amounted to about twenty-five thousand dollars. It has proved a beautiful, as well as most useful, addition to the college plant.

The construction of a president's house was only one of many improvements and changes which seemed to be introducing a new era in college affairs. The long, unsightly grass was mowed and a vigorous effort made to put the buildings into a state of decent repair. That first summer new plumbing was placed in the gymnasium and the Jones building, and a hardwood floor laid in the old dormitory.

Still more significant perhaps were the radical changes made in the membership of both the board of trustees and the faculty. In the course of about two years both bodies were practically reorganized. Of the permanent trustees who held office at the beginning of the administration, only seven were still on the board at the end of the second year and of these one resigned early in the following fall. In order to give the College a wider constituency and also to win the financial backing of wealthy and influential persons, the policy was adopted of filling several of these vacancies by the election of Chicago men of high financial standing. These new members included such individuals as David R. Forgan, Egbert W. Gillett, Bernard A. Eckhart, and a little later also Howard Van Doren Shaw and Henry P. Crowell. Among the other new men elected to the board in this brief administration may be mentioned M. F. Dunlap, H. M. Capps, R. M. Hockenhull, William Brown, John A. Ayers, Frank Robertson, Owen P. Thompson, Thomas Worthington, J. G. Capps and Andrew Russel of Jacksonville, and Governor Richard Yates, Clinton S. Conkling and Logan Hay of Springfield. Among the new members elected by the alumni were W. J. Bryan, George L. Merrill and H. H.

⁵ Min., July 20, 1900; Feb. 22, Sept. 26, 1901.

Bancroft. Still further to promote an interest in the College in the city of Chicago, the semiannual meetings of the board were regularly to be held in that city. A new set of by-laws was adopted, reorganizing the committees and more clearly defining the respective functions of the president and the faculty.

In the same period the faculty changed even more completely. At the beginning of the year 1902 only Professor Sanford remained of the men whom President Barnes found on the faculty when he came to the institution and even Sanford left at the end of that year. The new members of the faculty were, without exception, young men who had had specialized training in the universities of America, England and Germany and, when the College became co-educational, a few young women were also added. In the midst of so many changes, a few questionable appointments were inevitable but on the whole it was a fairly able faculty which President Barnes gathered around him. The success later attained by several who have permanently remained at Illinois and by others who were soon called to new fields, bears witness to the quality of the scholarship and teaching ability of these new members. Among those who were soon called elsewhere may be mentioned Dr. James B. Overton, now head of the department of Botany at the University of Wisconsin, Dr. David W. Robinson, distinguished archaeologist, now on the faculty of Johns Hopkins, and William Mather Lewis, President of Lafayette College. The fact that the early grants for scientific research made by the Carnegie Institute of Washington included two for Illinois College, one for Professor Overton in botany, and the other for Professor Tingle in chemistry, vouches for the quality of the work done by these instructors. Those of that group of "youngsters" who, like myself, still labor on the campus of "Old Illinois," must allow our work to speak for itself. Whatever may be said of us, we at least "stood by the ship" in storm as well as pleasant weather.

With this revolutionary change in the personnel of the faculty, came also important modifications of the curriculum and of the general educational policy of the institution. New and more advanced courses were introduced and a new spirit of instruction stirred the atmosphere of the old campus. Higher

and more exacting standards were established, requirements for both entrance and graduation being "stiffened." It is hardly necessary to go into all of the details. The new president tried to do what he could, and even more than the finances of the College warranted, in improving the library and laboratory facilities. For example, the library was catalogued on the Dewey system of classification and for the first time in years a considerable amount of money was spent for books; the chemical laboratory was moved from the badly lighted and poorly ventilated basement of the dormitory to the second floor of Sturtevant Hall, and considerable improvement was also made in the laboratory facilities in physics and biology. Furthermore greater cleanliness and orderliness were introduced into the care of the college plant. For the first time in the history of the College, a special janitor was employed to care for the rooms in the dormitory. But these repairs and improvements were only a beginning of what was contemplated—a sort of temporary expedient, while getting ready for still larger improvements. Plans prepared by a well-known Chicago architect were presented in order to fix the sites of proposed new buildings. A science hall was declared "an immediate necessity" and it hardly needed any argument to demonstrate that the president's recommendation for "a central heating plant" must be adopted.

In the middle of his second year, when the new members of the faculty had been able to work out their plans, the president reported to his trustees the organization of twelve distinct departments and the introduction of the group system of studies with an expansion of the opportunity for elective courses. The faculty, so the president reported, were now offering "132 different courses of study," as compared with about 80 courses offered at the end of the previous administration; and furthermore a carefully worked out plan for "extension lectures" in nearby towns was announced in the catalogue. Carried away by his enthusiasm, the president declared to his trustees that "the quality of our teaching force, and the variety of subjects offered, place Illinois College, we believe, on a par with such institutions as Williams and Amherst in the East and leave it

without a rival among the small colleges of the West.”⁶ Comment was not made, however, on the fact that these professors, while offering 132 courses of study and proposing to give lecture-study courses in neighboring towns, also had the responsibility of conducting the preparatory department.

The failure of the attendance to increase was one of the most discouraging conditions of this period, as it was also of the early years of my own presidency. In spite of the substantial improvements in the college plant and the expansion of the curriculum, students did not come in any larger numbers. In fact the number of students, on the whole, declined during these years. The drift of attendance was decidedly towards the larger institutions. College attendance steadily declined from 100 in 1899-1900 to 67 in 1902-1903, although the admission of women in the fall of 1903 led to a substantial increase, bringing college attendance for the year 1903-1904 to 105. The next fall there was again a slight decrease. The attendance in the preparatory department followed the same tendency, dropping from 79 in 1899-1900 to 40 in 1901-1902. Under the circumstances there were few or no students to take the advanced courses and it was exceedingly difficult to maintain the various student activities on a successful basis, not to mention the constantly disheartening effect when a report was made for the year on the reduced income from tuition and fees.

Both President and Mrs. Barnes made a special effort to promote a happy social life among the students. The wife of the president is a woman of the finest personality and social grace, and to know her and enjoy the hospitality of her home was a rare privilege for both students and members of the faculty. Not only was the beautiful house of the new president thrown open frequently to students and faculty, but greater use was also made of the gymnasium for social purposes. “At no college in Illinois,” remarked the *Rambler*, “is such an effort put forth to make the social life of the student-body pleasant and profitable as is done here at Illinois.”

When I went to Illinois College I observed for the first time in my college experience those traditional student pranks which have died out in practically all of the universities of the country

⁶ Min., Dec. 14, 1901.

but still linger in some colleges. I must frankly admit that these crude manifestations of so-called "college spirit," marring as they always did the friendly relations between students and faculty, disheartened me. President Barnes, be it said to his



ALICE REID BARNES

credit, determined to break up the tradition if he could, but the task was not an easy one. Strenuous efforts were made to collect "damages" from the students concerned, but it usually was not easy to discover the "culprits." In one instance diplomas were temporarily withheld from two seniors who were supposed to have been concerned in a window-smashing episode in the dormitory. The president thought that these upper classmen had

at least not exerted the proper influence to check the destruction of college property. In another instance a detective was brought to the campus to help discover who had stolen the bell rope but the boys soon "spotted" this sleuth and dubbed him "Sherlock Holmes."

Student enterprises encountered many difficulties during these years. In athletics, with the possible exception of the track team, it was not a period of any noteworthy achievements. With a declining attendance and no regular athletic director on the staff, it is perhaps surprising that the students accomplished as much as they did in athletic sports. The success of the track team was all the more remarkable since during part of the time the boys had no good cinder track on which to do their training. Student sentiment is reflected in an editorial in the *Rambler* in the spring of 1903: "It is a deplorable fact that though by reason of a greatly increased endowment, Illinois College seems on the verge of a great wave of prosperity, athletics are in a worse condition than they have been for many years. This is due not to any lack of good athletic material or of willingness on the part of the students, but to the fact that the Athletic Association is bound hand and foot for want of money and a good track." The most helpful thing which President Barnes did for the cause of athletics during his administration was the construction of the cinder track and athletic field on the northwest corner of the campus. This has proved during the last twenty-five years a most valuable addition to the college equipment, although the time has now come when a larger field and a longer track are imperatively needed. This field has not only enabled the College to conduct its own athletic contests under favorable conditions, but it has furnished the opportunity to hold for many years interscholastic track and field meets which have done much to promote more intimate relations between the College and the high schools of the state.

In the spring of 1900 the track team won the dual meet with Knox by the score of 90 to 81 and followed this by another victory over the same competitors the next spring with a score of 87 to 83.⁷ In the latter meet, Lloyd L. Adams, '02, was the "star point winner" for Illinois, taking first place in the 50-

⁷ *Rambler*, May 29, 1901.



THE TRACK TEAM OF 1901

Standing: A. E. Sneed, George J. Orear, Edwin Earl Ziegler, William M. Goff, E. P. Brockhouse, S. J. Carter, W. H. Cocking, Wayne Nelson, Thomas Kirby, Allen Widenham, W. T. Harmon, Wilbur Allen, Frank Coultas, H. E. Read.
 Seated in Middle: J. A. Vasconcellos, H. E. Fullenwider, E. B. Hamilton, Leslie Smith; Upper—C. J. Barber; Lower—O. L. Crum, Coach Nash, C. A. Carriel, M. T. Kennedy, ——— Jarrett.
 Front Row: E. L. Crispin, O. L. McNeil, L. L. Adams, Roy Rawlings, Charles Nichols.

yard dash, 120-yard hurdle, 100-yard dash, 220-yard hurdle, and second places in the running broad jump, and the hop, step and jump. It is therefore not surprising that Mr. Adams holds a high place in the track traditions of the College. Other Illinois men who won first places in this meet included S. J. Carter, W.A., in the mile run; A. E. Sneed, '01, in the pole vault; Martin Leslie Smith, '02, in the high jump; and W. H. Cocking, '02, in the shot put and discus throw, he being tied also for first place in the hammer throw. The next year, the dual meet was won by Knox by a score of 72 to 45.⁸ Apparently the College had no track team in the spring of 1903 but, the next spring, we won the first meet on the new athletic field, which happened to be with Carthage, and also the meet with Knox.⁹

⁸ *Rambler*, June 5, 1902.

⁹ *Ibid.*, May 17, 1904; *Knox Student*, June 9, 1904.

In 1905, the track team defeated both Carthage and Monmouth but was vanquished by Knox by the narrow margin of one point.¹⁰



THE TEAM WHICH BEAT CARTHAGE AND KNOX IN 1904

Back Row: F. M. Duckles, F. P. Cowdin, C. A. Carriel, R. G. VanGundy,
W. T. Harmon, J. B. Sinclair.

Front Row: Prof. C. L. Willis, Prof. F. H. H. Calhoun, G. J. Orear,
E. T. Brown, H. K. Thompson, J. A. L. Tontz, R. Z. McKown.

In football, comparatively little was accomplished and in baseball practically nothing. Probably the most successful football team of the period was that of the fall of 1903, which was coached by a junior, R. E. Harmon, one of the best football players whom the College produced in those years. This team won two games from Millikin University and a game from Shurtleff, but lost to St. Louis University and Christian Brothers of St. Louis.¹¹ At the end of the season the team was

¹⁰ *Rambler*, May 29, June 7, 1905.

¹¹ *Ibid.*, Dec. 11, 1903.

"feasted" with a banquet and given sweaters, and the faculty even passed congratulatory resolutions.

Before dismissing the subject of athletics in this administration it may be of interest to record that the custom of awarding the present emblem (a Yale blue I) for noteworthy achievement in intercollegiate sport began in 1903. Prior to that time the emblem was a white I. C. on a blue triangle.



THE FOOTBALL TEAM OF 1903

Back Row: Prof. F. H. H. Calhoun, H. E. Eilers, F. M. Duckles,
G. B. Conover, L. N. Wylder.

Middle Row: W. T. Harmon, W. L. Simpson, Captain E. P. Brockhouse,
Coach R. E. Harmon, J. A. L. Tontz.

Front Row: Franklin Veirra, E. T. Brown, M. P. McDonald.

A lively interest was manifested during a part of these years in oratory, debate and dramatics. This was due in large measure to the encouragement given by William Mather Lewis, the Lake Forest graduate who had come to the faculty as instructor in English and oratory and who served a little later also as prin-

cial of the preparatory department. Mr. Lewis had considerable ability himself along these lines and aroused great interest and enthusiasm among the students. An intercollegiate debating league was organized with Lake Forest, and Illinois won all of



INTERCOLLEGIATE DEBATERS OF 1900-1901

K. S. Tontz, C. J. Barber, W. S. Sanford.



INTERCOLLEGIATE DEBATERS OF 1903-1904

E. D. Martin, M. T. Kennedy, E. P. Brockhouse.

the three debates held during these years. In the state inter-collegiate oratorical contests, Illinois did not win first place in any year but won second prize in 1901, P. W. Wemple being our orator. Joint debates between Sigma Pi and Phi Alpha were held each year, Phi Alpha winning all except the debate of 1903. The decrease in the number of students made it difficult to maintain three literary societies and Gamma Nu, which had been organized in the administration of President Bradley, ceased to function in the year 1901-1902.



THE CAST OF "THE HOBBY HORSE"

Back Row: W. G. Goebel, Sumner White, A. O. Lindsay, D. E. O'Neal,
G. W. Watson, J. E. Winterbotham.

Front Row: Mary R. Thompson (Mrs. C. A. Carriel), W. A. Lippincott,
Isabel John (Mrs. H. F. VanValvah), W. M. Lewis, Master LeFount
Andrews, Abbie May Frost, Ralph Dunlap, Abigail King
(Mrs. H. H. Bancroft).

Under the general direction of Mr. Lewis, two successful dramatic performances were given: Arthur W. Pinero's "The Magistrate" in 1902 and "The Hobby Horse" by the same author in the following year, the women's parts being taken by young ladies of the city.¹²

An effort was made in these years to revive the compulsory Sunday vesper service, but the students being strenuous in their opposition and the faculty lukewarm, the plan was soon abandoned.

¹² *Rambler*, Apr. 7, 1902; May 4, 1903.

Dr. Hiram K. Jones, '44, venerated far and wide for his scholarship, his service to the community as a physician and his loyalty and generosity as an alumnus, died a few days before the commencement of 1903. When his will was probated, it was found that practically his entire estate was ultimately to go to the College.¹³ Indeed, the gifts and bequests from Dr. Jones exceed those received by the College from any other alumnus.

One of the outstanding events in the administration of President Barnes was the celebration of the seventy-fifth anniversary of the College in the early fall of 1904. Whatever may be said in praise of other notable Illinois College celebrations, no other occasion ever brought to the campus or to the city of Jacksonville such a large number of distinguished scholars, scientists and educators. It was a group of notable guests who would have conferred distinction on any academic celebration in the land. Among them may be mentioned such men as the Reverend Hugh Black, then of Edinburgh, Dean Andrew F. West of Princeton, Professor Hugo DeVries of the University of Amsterdam, Professor Benjamin Wisner Bacon of Yale, Professor John M. Vincent of Johns Hopkins, Presidents David Starr Jordan of Stanford, Benjamin Ide Wheeler of California, William F. Slocum of Colorado College, William Lowe Bryan of Indiana, William Rainey Harper of Chicago, and Cyrus Northrop of Minnesota.

A large convocation tent was erected on the east side of the campus and there the formal exercises were held during three days from Wednesday, September 21, to the following Friday. The audiences at first were not as large as the reputation of the speakers and the importance of the occasion deserved, but as the program proceeded, the public began to appreciate their opportunity and came in increasing numbers until on the final afternoon, the large tent could not accommodate the crowd. Hugh Black's sermon on the text from the forty-ninth Psalm: "I will incline mine ear to a parable," President Wheeler's address on "The College and the Classics," the short response by Presi-

¹³ The will directed that the bequest was to be used for the founding of a museum, but if the College already had a museum when the bequest became available, it was to be added to the general endowment. The latter contingency happened and the bequest, totalling \$38,300, was added to the endowment as The Hiram K. Jones Memorial Fund.

dent Jordan for the universities of the West, and the anniversary address by President Northrop were among the most noteworthy of the celebration. The heartiest applause was given however to Dr. DeVries, the noted scientist from Amsterdam. The alumni had their part on the program the first afternoon



MEMORIAL GATEWAY

when Judge E. P. Kirby, '54, president of the Alumni Association, presided, and "talks" were given by John B. Fairbank, '57, and Francis Asbury Riddle, -69. The following evening the Alumni Association tendered a banquet in the gymnasium to the delegates and guests of honor.

The staff of Governor Yates and Company I of the Fifth Regiment of the Illinois National Guard added a touch of military color to the academic procession which moved from Westminster Church by way of State and Park streets for the final

anniversary exercises in the tent. The dedication of the memorial gateway at the entrance to the campus occupied part of Friday morning, and the final event was the reception by President and Mrs. Barnes in the gymnasium that evening. Academically and oratorically, the celebration was undoubtedly the greatest which the College had ever held, but it must have been a genuine disappointment to the hard-working president and to the trustees that no gift worthy of the occasion could be announced.

The enlargement of the faculty and the repairs and improvements of the plant imperatively required, it is hardly necessary to state, additional funds. Could these be obtained, all might go well, but if they were not forthcoming, there was bound to be trouble ahead. Reference has already been made to the so-called "Guarantee Fund." With wisdom and foresight Mr. Barnes had asked the trustees, as one of the conditions on which he had accepted the presidency, to raise annually for three years that expense fund of \$7,000. Approximately this amount seems to have been *subscribed*. It was to provide for the running of the College without a deficit while president and trustees were seeking more endowment.

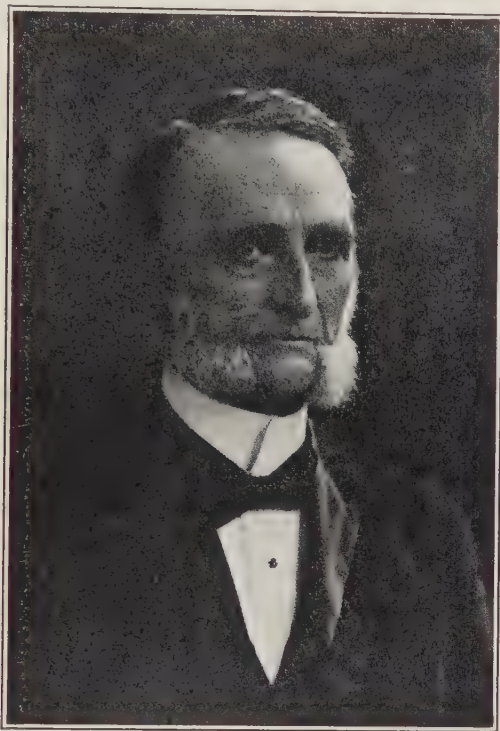
During the last year of Dr. Bradley's administration the College had actually paid its running expenses but this indicated no real improvement of college finances, for it was simply a piece of good fortune resulting from the collection of over \$5,000 of delinquent interest in that particular year.¹⁴ The following year, that preceding the arrival of Mr. Barnes, there was again a deficit. Expectation ran high regarding the probable achievements of Mr. Barnes in the financial field. Trustees and friends thought that the old financial problem would now surely be solved, and to the credit of Mr. Barnes, it must be said that he certainly went about the task with energy and confidence. In the presence of a large audience gathered in the gymnasium one evening in February, 1901, to listen to the joint debate between the literary societies, Dean Churchill read a telegram from the new president announcing that Mr. D. K. Pearsons of Chicago had offered the College \$50,000 on condition that an additional \$150,000 be raised.¹⁵ "We will do it,"

¹⁴ Min., June 7, 1899.

¹⁵ Rambler, Feb. 6, 1901.

the president had added in his telegram, and the audience applauded enthusiastically. However, the task was not to prove an easy one.

At the end of the first year of Mr. Barnes's administration, Mr. M. F. Dunlap, a local banker who had been appointed



D. K. PEARSONS

(Reproduced from *The Life of D. K. Pearsons, Friend of the Small College and of the Missions*, by Edward F. Williams, published by The Pilgrim Press.)

chairman of the finance committee of the board, made a clear and illuminating report on the financial condition of the College. Total resources were reported as amounting to \$293,405, of which amount \$145,477 represented the book value of the college plant. This left apparently \$147,928 as the amount of the endowment fund at that date. However in this "endowment fund" were many items of doubtful value, such as "Con-

ditional Bills Receivable, \$10,000"; "Bills Receivable in Litigation, \$5,000"; "Bills Receivable Unsecured, \$12,655," and "Impaired Endowment, \$11,940," the last representing evidently the amount taken out of the endowment to pay running expenses during the previous two years. When due allowance is made for these and some other smaller items of doubtful value, the actually productive endowment of the College at the end of the academic year 1900-1901, was probably about \$100,000. The income and expenditures at the end of that first year will throw further light on the actual financial condition of the College. Including what had been collected on the "Guarantee Fund" of \$7,000, the income from endowment, tuition and all other sources was only \$18,970. Expenditures being \$21,945, there was therefore a deficit of \$2,975. Just about enough remained to be collected on the "Guarantee Fund" for the year to pay this deficit. The finance committee under the direction of Mr. Dunlap presented an itemized budget for the next year, showing appropriations amounting to about \$23,000 and estimated receipts covering this total appropriation.¹⁶

However, when the trustees assembled in Chicago in December for their semiannual meeting, the prospects were not so encouraging. In spite of the attractive offerings in the enlarged curriculum and the improvements in laboratory and library facilities, attendance had fallen, so that the income from tuition and fees was likely to be nearly \$3,000 under the estimate. It was evident that, even with the full payment of the "Guarantee Fund," the year would probably still show a deficit of \$3,000. "To sum up the matter very briefly," reported the president, "with our present endowment fund and with even a fair increase in our attendance, we have to face an annual deficit of about \$10,000. If the Guarantee Fund of \$7,000 can be promptly and entirely collected, we shall still have at least \$3,000 per year for the next two years to make up and after that the larger sum of \$10,000."¹⁷ Furthermore, almost nothing had been accomplished in meeting the offer from Mr. Pearsons, which, according to its terms, would expire the first of January, only a few weeks hence; and, sad to relate, a Jackson-

¹⁶ Min., June 13, 1901.

¹⁷ *Ibid.*, Dec. 14, 1901.

ville alumnus, Hiram K. Jones, had withdrawn a tentative promise of \$25,000. No wonder President Barnes put the issue squarely before his trustees. *A larger Guarantee Fund and more endowment must be secured, or the College would have to close its doors.* He made a strong plea for the life of the College, for the coöperation and self-sacrificing spirit which alone could keep the College alive.

We cannot afford to be sentimental over a question which requires the coolest and most critical judgment, but perhaps we may be pardoned just a moment's wondering query as to what our predecessors would have done under circumstances such as confront us at present. I think of the missionary zeal of the early founders, of the brave Yale band who turned their backs on eastern comfort to endure the hardships of western life, of the rude log hut which they built for shelter, though the winter's snow crept through the cracks. I think of Beecher, full of hope and promise in his chosen field, beloved by the great church on Boston Common, who gladly left it all to give the best years of his life to this pioneer College, and as it all comes back to memory what these men endured and how they struggled in those early days, my mind finds it hard to even consider the question of closing our doors. "Our doors," did I say? *Their* doors; for by prayer and blood they bought this College and only asked of us to keep it safe for posterity.¹⁸

Fortunately Mr. Pearsons agreed to extend the time limit on his offer for one year and accordingly plans moved forward for arousing the alumni and friends. The more modern methods of campaigning for funds had not yet been evolved but president and trustees exerted themselves here and there as opportunity offered. Much was expected from a banquet held about the middle of January at the University Club in Chicago. Both Mr. Bryan and Governor Yates were present and spoke for their alma mater. Frank Elliott, '68, served as toastmaster of the occasion and among the other speakers were Professor George E. Vincent of the University of Chicago, Judge Richard S. Tuthill of Chicago and President Barnes. Apparently no funds were contributed at this supper but it was hoped that the way had been prepared for a hearty response later.¹⁹ It seems strange that when commencement occurred in the following

¹⁸ Min., Dec. 14, 1901.

¹⁹ Rambler, Jan. 16, 1902.

June, there was no report of any progress in the campaign, apparently no subscriptions of any considerable amount having been secured. But there was a report at the board meeting of another annual deficit—this time \$4,122.²⁰

The weeks of the fall moved along but subscriptions to the new fund were not forthcoming and people, as I well remember the conversations among members of the faculty and friends in town, began seriously to wonder whether the College might not have to close its doors. In November we heard rumors of a proposed union of Blackburn College with Illinois. The suggestion of a merger of the two institutions was actually proposed to the trustees of Blackburn, but they would not consent to the proposition, the local Carlinville trustees threatening injunction proceedings if the plan were pressed.²¹ Apparently the persons who proposed the merger were not familiar with the legal obstacles which had frustrated a similar plan many years earlier. A little later we heard rumors of a merger with the Jacksonville Female Academy. When the trustees held their December meeting in Chicago, the situation was, indeed, desperate, for very little progress had been made in the campaign and it was clear that Mr. Pearsons would not grant a further extension of time on his offer. Although by that time the plan for a union with Blackburn had been definitely rejected by the trustees of that College, the proposal for a union with the Jacksonville Female Academy was taking more definite shape. President Barnes, keenly anxious to do something to save the day, proposed personally to guarantee \$50,000 towards the fund on certain conditions. Judge C. A. Barnes stated to the board that the trustees of the Jacksonville Female Academy, of which body he was a member, favored the proposed union but they were not willing to take any action, "until the trustees of Illinois College shall have taken definite action."²² A motion was thereupon passed that "if need be" the trustees would "make Illinois College co-educational and Presbyterian" in order to secure the new endowment fund of \$200,000.

²⁰ Min., June 25, 1902.

²¹ Quotation from *Courier* in *Rambler*, Nov. 24, 1902; Min., Dec. 11, 1902; Minutes of Trustees of Blackburn, Nov. 18, Dec. 1, 1902.

²² Min., Dec. 11, 1902.

Plans now moved forward more rapidly, as was imperative, if the Pearsons offer was not to be finally lost. Permanent and radical changes were introduced. The alliance with the Jacksonville Female Academy was consummated and Illinois College became co-educational and Presbyterian. The following were the agreements made in the contract with the Academy trustees:

1. A majority of the trustees of Illinois College were henceforth to be Presbyterians.

2. Illinois College was to become co-educational, affording to women all educational privileges "that are or shall be" afforded to men.

3. Fifty thousand dollars of the new fund was to be definitely set aside for the "purpose of female education," that amount to be refunded to the trustees of the Academy if at any time in the future Illinois College ceased to be co-educational.

4. The trustees of the College were to assume all the indebtedness and obligations of the Academy trustees, including specifically a mortgage of \$20,000 on the Academy property.

On these terms the property of the Academy was deeded to the Trustees of Illinois College at a valuation of \$50,000, an amount which Mr. Pearsons accepted as a partial fulfillment of the terms of his offer. The president's subscription of \$50,000, already mentioned, was made and accepted on condition that the trustees would purchase the president's house at a price of \$25,000 and repay to him "the sum of fifty thousand dollars out of the first additional endowment funds secured for the College"—conditions which subsequently were to cause considerable difficulty and some embarrassment. Other subscriptions by trustees and various friends, including especially a generous gift of \$10,000 from Dr. Hiram K. Jones, '44, subject to certain annuity conditions, completed the fund.²³ Mr. Pearsons was notified and promptly paid his pledge of \$50,000 in stock of the First National Bank of Chicago.

While these things were being accomplished, one other step had been taken which aroused keen interest among alumni and

²³ Min., Dec. 11, 1902; Jan. 8, 30, 1903; Minutes of Trustees of J. F. A., Dec. 16, 17, 1902; Jan. 29, Feb. 7, 1903. The subscription of \$10,000 from Dr. Jones was secured at the last moment chiefly through the wise efforts of Mr. M. F. Dunlap, chairman of the finance committee.



ACADEMY HALL

friends of the College. A plan was consummated for affiliating Illinois College with the University of Chicago. Although completed in all essential particulars, this scheme of affiliation, for reasons which will presently become evident, was never put into effective operation and it is therefore hardly necessary to recite all of the details. The venture was part of a general scheme which the fertile mind of President William Rainey Harper had conceived for bringing the smaller colleges of the West into closer relationship with the University of Chicago. The College agreed to maintain certain educational standards, conforming to those at the University; faculty appointments were to be made only after consultation with the University; degrees might be conferred "conjointly with the College" on students who, after three years of study at the College, completed three quarters at the University; furthermore, under certain conditions the University was to grant its degree to graduates of the College for one quarter's work at the University; and it was also stipulated that Illinois College students might take their senior year for professional study in the Uni-

versity, and at the same time retain their residence in the College, presumably with the privilege of receiving a degree from the College.²⁴

That all of these radical changes not only excited interest but also produced some discontent among alumni and friends of the College, may well be imagined. Dr. Sturtevant had struggled throughout his presidency to keep the College free from any direct denominational control. That, we need hardly be reminded, was one of the cardinal principles of his policy in the administration of Illinois College. His family and the old Congregational friends of the institution felt that a grave mistake had been made in reversing the policy of three-quarters of a century. I know full well from my own later conferences with members of the Sturtevant family and others of this group of old friends, how deeply their feelings had been stirred. Furthermore, many of the alumni were strongly opposed to the admission of women into the College; nor were the alumnae of the old Jacksonville Female Academy happy over the "absorption" of their alma mater. It was perhaps hardly to be expected that either of these groups fully understood the crisis which made it so imperative for the trustees to depart from the historic policy and practice of nearly seventy-five years. The air was full of rumors, gossip, misunderstandings and criticisms.

A few weeks later appropriate exercises were held to celebrate the completion of the fund and to prepare alumni and friends for the "new era" in the history of the old College. The chief guest and speaker of the occasion was President Harper. He spoke on "The Future of the Small College" at a large afternoon meeting in one of the local churches and again less formally at a banquet in the gymnasium in the evening. He assured the friends at the banquet that the University of Chicago did not "expect to absorb Illinois College by any means." "The question," he declared, "is not what the University may gain, but what it may do for the College." Mr. Bryan and Governor Yates had also been invited to the banquet but neither came.²⁵

To complete the enumeration of the changes introduced into

²⁴ Min., Apr. 7, 1903.

²⁵ *Rambler*, Feb. 2, 1903.

the College that winter, it should be added that a Conservatory of Music came into the fold with the Jacksonville Female Academy. This Conservatory was an old school of good reputation, originally established by Professor W. D. Sanders in 1871 and later acquired by Professor E. F. Bullard who made it a part of the Jacksonville Female Academy. This new department helped not only to expand the work of the College but also unfortunately increased still further its financial difficulties.

To no class were these radical changes of more direct and vital concern than to us members of the faculty. Since all of us, with one exception, had come to the College so recently, historic traditions and a sentimental regard for the past influenced our views very little. Furthermore, "co-education" had no terrors for us since we had practically all previously studied or taught in co-educational institutions. We were, of course, in no way responsible for what had happened, but having confidence in our president, we were inclined to defend him against the wave of criticism which followed these radical changes. I mention this fact because some people were inclined to ascribe the numerous changes on the faculty, which occurred at the end of this academic year, to dissatisfaction on the part of the faculty with the president. Such was not the fact, in my opinion. Six members of the teaching staff left at the end of the year—Assistant Professor Ruby of the Romance Languages Department went to Whitman College; Assistant Professor Haertel of the German Department went to the University of Chicago to continue his studies; Dr. Overton of the Department of Botany went abroad; Dean Morrison of the Department of Mathematics resigned on account of the ill health of his wife; Mr. Lewis, Assistant Professor of Oratory and Principal of Whipple Academy, went to the faculty of Lake Forest College, and Professor Sanford, of the Department of Latin, went to Chicago to continue work for an advanced degree. These numerous resignations, and the new policies now adopted, brought another group of new instructors to the campus in the fall of 1903: Stella L. Cole, Instructor in German and French; Richard O. Stoops, Principal of Whipple; Carl L. Willis, Instructor in Latin; Isabel S. Smith, Instructor in Biology; Wil-

liam O. Beal, Instructor in Mathematics, and Harvey H. Calhoun, Assistant Professor of Physics and Geology. In addition to these Dr. Jane Sherzer, herself a graduate and former principal of the Female Academy, came to the staff as Professor of English Philology and Dean of Women. The Reverend Frederick S. Hayden, formerly pastor of the local Congregational church who had become a regular member of the faculty in 1902 as Professor of Philosophy and Biblical Literature, now became Dean of the College. Nor does this complete the list of necessary additions to the faculty, for there were also the group of new Conservatory teachers, and the instructors in art and kindergarten work.

Not only were the repairs and improvements of the college plant, which President Barnes had at once undertaken when he arrived on the campus, continued in the summer of 1903, but the addition of the Academy Hall property created new needs. The old method of heating the College by means of separate boilers under each of the buildings was antiquated and expensive, and was now replaced by a central heating plant in the basement of the dormitory at an expense of about \$3,000; to promote satisfaction and good feeling among the boys, the new athletic field was constructed on the northwest corner of the campus at a cost of about \$1,400; considerable repairing was done in Whipple and Crampton Hall, and extensive repairs were also necessary at Academy Hall, the home of the new girls and of the Conservatory of Music. Altogether, on the main campus and at Academy Hall, according to the estimates of the president, these repairs would cost about \$10,000 but the actual cost proved to be nearly \$15,000.²⁶ How to pay for them was another question and there was much criticism. However, in defense of the president it must be said that all of these repairs were most urgently needed.

As the year 1903-1904 drew to its close the financial shadows darkened. It became evident that, in spite of the new endowment fund, the financial foundations of the College, on account of the burden of debt created by the extensive repairs and improvements, were growing more shaky than ever. The gift from Dr. Pearsons, as a matter of fact, did not produce

²⁶ Min., Dec. 10, 1903; June 8, 1904.

much income for he retained for a number of years an annuity interest of \$1,000 in the fund.²⁷ At the annual meeting of the trustees in 1904 the finance committee reported a total deficit for the year of over \$29,000, of which staggering amount, nearly \$15,000 had been spent for repairs and permanent improvements. The fact that the annual "Guarantee Fund" of \$7,000 had ceased with the year 1902-1903 made the situation still more critical.

A policy of retrenchment was obviously imperative. The president undertook it, first by making certain readjustments among the faculty that would reduce the faculty salary account by 12 per cent for the coming year. The services of Dean Sherzer were to be discontinued in spite of a protest from the alumnae of the Jacksonville Female Academy, who, of course, did not have any comprehension of the real financial situation. Neither Dr. Overton nor Dr. Tingle returned in the fall, making possible certain savings in the salary accounts for both the biology and chemistry departments. Furthermore, repairs for the following year were to be kept at a minimum. But in spite of these substantial reductions in appropriations, another deficit in the budget for the next year was inevitable.

Several of the trustees, including especially J. P. Lippincott, who was now a representative of the alumni on the board, became seriously concerned regarding the financial situation. Mr. Lippincott, convinced that something radical must be done in order to save the College, sent a "circular letter" to his colleagues on the board and also wrote to the attorney-general of the state, as well as to Dr. Pearsons, calling attention to what he regarded as a mismanagement of the trust funds of the College. His action naturally caused a feeling of resentment among many of the trustees, and the board felt it necessary to make a formal answer to these communications from one of its own members. Friends were assured that "the expenditures so made, were, under the circumstances, necessary and proper . . .," and that the board of trustees did not "propose or intend to encroach upon the principal of the endowment fund of the College for the payment of certain indebtedness."²⁸ As a matter of fact, this indebtedness was carried as a loan from one of the

²⁷ Min., June 25, 1903.

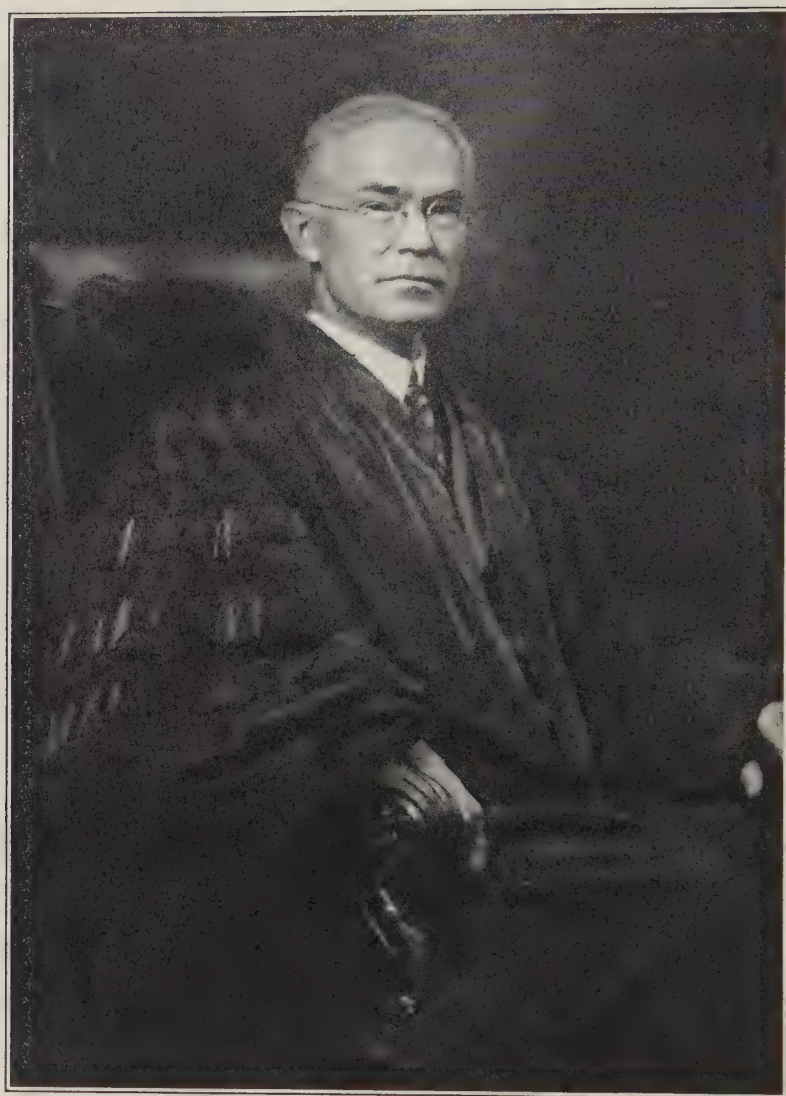
²⁸ *Ibid.*, Aug. 11, 1904.

local banks and was fully paid during the administration of the successor of President Barnes.

When the trustees assembled in December for their regular semiannual meeting and learned that the president contemplated resigning, the situation assumed a still more critical aspect. Various propositions and counter-propositions were made by the president and his trustees, but no solution seemed possible and so at a special meeting of the board near the end of the month, Mr. Barnes definitely resigned the presidency of the College to accept the position of General Secretary of the Religious Education Association.²⁹ He requested that he be permitted to terminate his service on the first of January. The board accepted the resignation.

The time has not come for a final estimate of the place of this administration in the history of Illinois College, and I am certainly not the person to pass judgment on that period. I wish, however, to bear testimony to my own high regard for President Barnes and the effort which he made to improve Illinois College. Like others, including the present president, he probably made some mistakes, but anyone familiar with the condition of Illinois College, and the great difficulty of securing aid for colleges at that time, will hesitate to cast any stones. His administration was a period of transition in the history of the institution. Many changes had to be made, whether they were popular or not. Some of these, like the introduction of co-education and the readjustment of the religious affiliations of the College, caused hard feeling among many alumni and old friends. I have never discussed the reasons for these changes with Mr. Barnes, but I believe that many of them were adopted, not as a deliberate policy, but to meet emergencies which at the time it seemed impossible to meet in any other way. Nor would I fail in these concluding remarks to mention again the cordial relations which generally existed between Mr. Barnes and the new faculty which he had called to the institution. We felt that in our president we had not only a true friend, but one who understood what we were trying to accomplish for our students and the College.

²⁹ Min., Dec. 23, 1904.



PRESIDENT RAMMELKAMP

CHAPTER XIV

PRESIDENT RAMMELKAMP

MORE AUTOBIOGRAPHY, 1905-1929

THE history of Illinois College had been one long succession of financial crises, and we certainly faced another in that early winter of 1905. Discouragement and despair darkened the skies. Confidence was almost totally gone. At this critical juncture, the most prominent alumnus of Illinois College came to the rescue of his alma mater. From the days when as a student in an eastern university I cast my first ballot in a presidential election against Mr. Bryan, to the present, I have found it difficult to accept his political, economic, educational or theological views, but I cheerfully and gratefully acknowledge the great service which he rendered to his alma mater in this hour of need. Undoubtedly it was Mr. Bryan's warm interest and timely help which restored confidence in the future of the College. I do not refer, of course, to any large financial support contributed by Mr. Bryan or his friends, but to the hope and enthusiasm which his interest and his speeches created for the apparently losing cause. When he placed his strong shoulders to the wheel, friends instinctively felt that the cause could not fail.

It was less than a week after the resignation of Mr. Barnes that the trustees, assembled in a special meeting, listened with keen interest to a letter from Mr. Bryan written to his intimate personal friend, Mr. M. F. Dunlap. The "Great Commoner" had intimated in this letter that he might be willing to extend a helping hand and the trustees at once asked Mr. Dunlap to communicate with Mr. Bryan and "arrange to have him meet the board to talk over the situation."¹ In the meantime, the trustees had elected Julius E. Strawn chairman of the board and acting-president of the College, designating Dean F. S. Hayden as chairman of the faculty.

In about a week Mr. Bryan came to Jacksonville for the proposed conference with the trustees. Before he went into this

¹ Min., Jan. 5, 1905; *Jacksonville Journal*, Jan. 6, 1905.

conference the trustees, perhaps to make the path a little smoother for him, voted to dissolve the affiliation with the University of Chicago, that institution "established with Standard Oil money." Only then apparently did Mr. Bryan feel it safe to enter the meeting. He was elected first a member and then immediately chairman of the board. His expression of deep interest in the College and of his purpose to do all in his power to promote its welfare gave great encouragement to the members of the board. A little later the board adjourned in order to give Mr. Bryan an opportunity to speak to the students in chapel. I recall the enthusiasm which his appearance in chapel at that particular time created. He declared: "I want to be instrumental in doing something in my humble way for this dear College on the Hill, which I love. I want to do more in the future than I have done in the past, although I have always been deeply interested in my alma mater." In the evening he spoke again in the chapel, this time more especially to the large number of local citizens who crowded into the small auditorium with the students. He urged the citizens to support the College. "I want this College," said he, "to be an ideal college in an ideal town and if we work together we may make it what we will." A few weeks later Mr. Bryan returned again to the city to deliver an address on behalf of the College before a large audience in the local opera house and to confer with the trustees about some of the practical details of college business. He opened the business session of the board with a proposal to donate \$2,500 towards paying the accumulated deficit and other members soon promised enough more to make a total subscription of about \$15,000 which was later still further increased by subscriptions from other members. But the sad fact may as well at once be stated that most of these subscriptions were never paid, since they were made on condition that the whole amount of the deficit be subscribed—a goal which was never achieved.

One of the main problems just then before the trustees was, of course, the selection of a new president. Many hoped that Mr. Bryan himself would accept the office, but he declared positively that he could not entertain the thought. Some consideration was also given to other candidates, especially to the

Reverend Donald W. McLeod, pastor of a Presbyterian church in Washington which Mr. Bryan frequently attended. I confess I was greatly surprised when the chairman of the committee, William Brown of Jacksonville, approached me on the subject, for I certainly had no thought of being a candidate for the presidency of the College. I was devoted to my work of teaching and longed for the time when I might devote myself more energetically to original research in the field of American history, and I had only recently accepted an offer to teach on the faculty of the University of Illinois during the next summer session. I admit that I felt somewhat flattered by the suggestion, in spite of the fact that I realized, as every member of the faculty must, that the presidency of Illinois College at that particular time was not a "bed of roses." I had had practically no experience in administrative work, and, I suppose, the chief consideration in my favor was the impossibility of finding any other suitable candidate to undertake a task so difficult and discouraging. After brief consideration I advised the committee that I would accept the proposal on certain conditions, chief among which was a promise on the part of the trustees themselves to raise the deficit by the end of the next college year. Furthermore, when I mentioned to the committee that I had had no experience whatever in raising money and that I certainly had no wealthy friends to whom I might appeal for aid, the committee assured me that the trustees themselves would also assume the burden of raising additional endowment. *That would not be a part of my duty.* What a promise! My conditions were accepted and accordingly in April, 1905, I began the work which has kept me busy for nearly a quarter of a century. As I now look back to those days, I realize more than I could possibly have done at the time that I was taking a big chance—in fact, it was only because I was young and ignorant of the size and difficulty of the task, that I was willing to undertake it. The "hopeless jobs" in life usually await young men who have more enthusiasm than knowledge and who do not weigh too cautiously the chances of failure. The students, young like myself, seemed pleased with the choice of the trustees, but I cannot help suspecting that many of the alumni and older friends of the College wondered whether a serious mistake had not

been made. Be that as it may, I at least felt a sincere devotion to the old College and was firmly resolved, with God's help, to do the best I could. I had no thought of any formal "inaugural ceremonies" nor evidently had the trustees, for not one spoke to me about any such exercises. It was undoubtedly well that no formal inauguration was planned, for the College certainly had



READY TO START

no money to spend on unnecessary ceremonies. When I went to the Club House in the evening for supper, the boys gave me a hearty welcome and a touch of humor was added to the occasion by a large lemon pie, my favorite, which the matron, Mrs. Shumaker, had baked for me. The next morning in chapel Mr. Strawn, on behalf of the trustees, presented me to the students and after a few informal speeches I ventured, as the first act of my administration, to declare a holiday. The students promptly provided a carriage in which, headed by an ex-cowboy in full regalia, a student from Washington, they hauled me together with Mr. Strawn and my colleagues, Principal Stoops and Professor Ames, through the streets of the city and, of course, to the campus of the Woman's College.

Indeed, it was not ceremonies and celebrations which Illinois College needed just then, but hard work. I realized soon that the College was in a struggle for mere existence and until that fight was won, there was little use in giving thought to the development of any particular educational policies. I agreed to serve during the remainder of that spring without any increase in salary and also to continue my full schedule of teaching in addition to the new administrative duties. Not only were we members of the faculty overloaded with work, but peculiar and strange combinations of departments had to be made in order to save on expenses. For example, one of the first faculty problems which demanded my attention was the task of finding a suitable instructor who could teach both Latin and elocution. I wrote for advice, among others, to our esteemed alumnus, Professor H. W. Johnston of Indiana, and received a very characteristic answer: he inquired sarcastically if I thought Latin and elocution would "mix." As if I did not know, as well as he, that the combination of Latin and elocution was absurd! But what was one to do? I certainly should be sorry to have my ideas on educational policies judged by some of the things which dire necessity compelled us to do in those trying years. It was not a time for developing ideal educational policies. How to win the confidence of alumni and local friends; how to increase the student body and get a little more money—these were the pressing questions of the hour. Educational policies must wait.

At an early opportunity I read carefully the more recent minutes of the board of trustees and investigated with some care the reports of the treasurer and finance committee. What did I find? Nominally the College then had, in addition to the plant, an endowment fund of \$228,000, but included in that amount were so many questionable personal notes and other doubtful securities that *the net invested endowment of the College that spring of 1905 was certainly not more than \$155,000.* To throw further light on the actual financial situation at that time, it should be stated that the current deficit at the end of the year 1904-1905 was nearly \$8,000, and the year had not been one of unusual expenditures. This, then, was our chief problem—to save a college which had a debt of over \$36,000 and was running behind, even on a greatly reduced educational pro-

gram, at the rate of about \$8,000 a year. This statement of the financial condition of the College at the time when I became president is made, of course, without any implied criticism of my predecessor, for I am only too well aware that the situation was not so much the fault of any particular individuals as it was the result of a lack of adequate financial support for the College, a condition from which many other worthy institutions were then acutely suffering.

For a while there seemed nothing to do but let the old boat drift in the current, constantly drawing nearer the brink of financial disaster. Even before Mr. Barnes had resigned the presidency, he had reduced the budget to the very limit. Not only had the *number* of the faculty been reduced, but *pitiably small salaries* were being paid, and appropriations for departmental supplies of all kinds, as well as for repairs, had been reduced to an absolute minimum. Unless we were ready to reduce greatly the efficiency of the institution and perhaps turn it into a junior college, there was nothing to do except to go forward on the present plan for possibly another year or two, in the hope that some generous-hearted philanthropist might throw out a life line. The conditional pledges of some \$16,000 already made by the trustees towards the payment of the deficit and the active support of Mr. Bryan made us all feel that a little patience and courage would enable us to bring the boat to a safe landing.

But a bend in the stream disclosed new dangers. Mr. Andrew Carnegie, who had been giving so bountifully to establish libraries throughout the country, began about that time to turn his attention to colleges, and furthermore the General Education Board, established a few years earlier by John D. Rockefeller, was just then beginning to make those magnificent and stimulating grants to higher education. It was only a few months after my election to the presidency of the College that we read in the papers of the gift of \$10,000,000 to that board by Mr. Rockefeller. Naturally many of us hoped that Illinois College might secure aid from these sources. President Harper, who had at one time been deeply interested in Illinois College, was a member and probably a very influential member of the General Education Board. True, he had been treated somewhat

curtly, if not discourteously, when the affiliation with the University of Chicago was broken off, but I dared to hope that he might still be willing to help present the cause of Illinois College to this new board. We had even more confident hope of getting into touch with Mr. Carnegie. Since it was the aid eventually received from this source which saved Illinois College from extinction at that time, the story deserves to be told with some detail. If Presi-

dent Harper was our hope in possible negotiations with the General Education Board, Mr. Frank A. Vanderlip, recently Assistant Secretary of the Treasury of the United States and then Vice President of the National City Bank of New York, was our reliance in the possible approach to Mr. Carnegie. Mr. Vanderlip, it happened, had recently rendered valuable service to Mr. Carnegie in working



RHODA CAPPS RAMMELKAMP

out certain details connected with the pension system which the great ironmaster had established for the benefit of college professors. It also happened that Miss Rhoda Jeannette Capps, to whom I was engaged to be married, was an intimate friend of Mr. Vanderlip and his family. So our thoughts turned naturally to this good friend and great financier in our plans for laying the needs of the College before Mr. Carnegie. Mr. Vanderlip, being himself a native of Illinois and warmly interested in the cause of higher education, listened sympathetically to our story when Miss Capps and I met him in Chicago and he promised to do what he could to interest Mr. Carnegie in the College.

But now it was that new and unexpected dangers suddenly appeared in the stream. Mr. Bryan would not listen to the plan, for in his opinion the money of Mr. Rockefeller and Mr. Carnegie was "tainted" and he would have "none of it." How very strongly he felt on the subject did not at once appear to me, for I had never had any personal conversation with him on the matter. In my first annual report to the trustees in June of 1905 I recommended innocently "that immediate steps be taken to get into touch with Mr. Carnegie and that a committee be appointed to present to him the needs of the College." This at once precipitated a warm discussion among the members of the board on the question of tainted money. Mr. Bryan was, of course, presiding at the meeting. In a restrained but nevertheless perfectly unmistakable manner, he let his colleagues see how strongly he felt on the question. No action was taken, for we all hoped, even in spite of the solemn words of our chairman, that it might still be possible for us to reconcile our differences. Perhaps some also thought that a little delay might give Mr. Bryan a chance to win other help that would make unnecessary the proposed appeal to Carnegie and Rockefeller. I need hardly say that I had no sympathy with Mr. Bryan's doctrine of tainted money. So long as a gift leaves the beneficiary perfectly free to act according to his conscience and principles, there can hardly be any taint attached to money. Furthermore, it was obvious that Mr. Carnegie was attaching no conditions, directly or indirectly, to his gifts, which would interfere with the freedom of teaching in colleges which might become his beneficiaries.

Perhaps, in justice to Mr. Bryan, the issue should have been definitely decided at that first discussion. It looked as if he might resign on the spot, and we, therefore, naturally hesitated at once to press the matter to a final conclusion. Friends of Mr. Bryan on the board later insisted that an injustice had been done him in not taking definite action at the time; the failure to act, they insisted, gave him the impression that the trustees would not press the matter.

I soon became convinced that I could accomplish nothing for Illinois College unless I could present the cause to such philanthropists as Mr. Carnegie and such a body as the General Edu-

cation Board. I had had further communications with Mr. Vanderlip and felt encouraged to believe that we might really succeed in interesting Mr. Carnegie. I resolved, therefore, a few months later to put the issue squarely before the trustees and ask for a definite decision. Accordingly I called the trustees in special meeting early in November and, laying before them the critical situation of the College, I personally offered a general resolution assuring "acceptance of any funds solicited by individual members of the board and given under conditions which make acceptance possible." Although the resolution was a little vague in terms, its import was well understood by all the members. After full and free discussion, the resolution was passed by the substantial majority of 11 to 2, the two members voting against it being close personal and political friends of Mr. Bryan. These two members immediately offered their resignations, but very considerately, upon the request of their colleagues who wished to avoid, if possible, a public discussion of internal difficulties among board members, consented to allow their resignations temporarily to lie on the table. A copy of the resolution was ordered to be cabled immediately to Mr. Bryan who then happened to be in the Far East on a trip around the world.² It took several weeks for the message to reach him, but when he learned of the action of the board, he immediately mailed his resignation.

The issue presented [he wrote from Hongkong] seems to me to be a vital one, and even if Carnegie refused, the same question is likely to arise if some other trust magnate invites requests. Our College cannot serve God and Mammon. It cannot be a College for the people and at the same time commend itself to the commercial highwaymen who are now subsidizing the colleges to prevent the teaching of economic truth. It grieves me to have my Alma Mater converted into an ally of plutocracy, but having done what I could to prevent it, I have no other recourse than to withdraw from its management. I regret the action, if it was to be taken, was not taken before I gave my notes, for I regard money given as worse than wasted, if the College is to be under the shadow of a great monopoly.

The resignations of Messrs. M. F. Dunlap, O. P. Thompson and C. A. Barnes had been accepted at the previous semiannual

² Min., Nov. 6, 1905.

meeting of the board and Mr. Bryan's resignation was now also unanimously accepted. Wide publicity was immediately given to the resignation in the public press of the country, editorial comment naturally reflecting the political sympathies of the editors. A few months later Mr. Bryan wrote again from London, requesting that his name be taken from a prize which he had established and that, if possible, his name be also dropped from the list of alumni. He evidently felt deeply on the subject.

As I look back at this early episode in the history of my administration, I do not have the slightest doubt that we acted wisely. To "break" with this prominent and influential alumnus, who had so loyally and enthusiastically come to the rescue of his alma mater in a time of supreme need, was indeed no light matter. But we could not do otherwise. I saw then and see now that, in view of the position which Mr. Bryan had taken in public life, condemning unreservedly the business methods of Mr. Carnegie and Mr. Rockefeller, it would have been embarrassing to him, as chairman of our board, to accept gifts for his alma mater from these very gentlemen. I only regret that he could not have withdrawn more quietly and without any political fireworks. It is perhaps worth while to add that Mr. Bryan never afterwards became fully reconciled to the College. While he was Secretary of State in the Wilson administration, our New York Alumni Association, for example, invited him to attend its annual banquet which that particular year was given in special tribute to Mrs. Edward A. Tanner, widow of the man who was Bryan's own teacher and valued friend in college and who performed the wedding ceremony when he married Miss Baird. But he would not come. On the other hand, when Mr. Bryan made his last visit to Jacksonville a few weeks before the Dayton trial, he paid glowing tribute to his alma mater in a public address, acknowledging her beneficent influence on his life. He was especially cordial on this occasion to the boys of his old society, Sigma Pi, who, seating themselves on the ground in front of the platform, presented him with a society banner. I am glad to say that the differences of opinion which arose regarding college policies never disturbed the friendly personal relations between Mr. Bryan and myself.

Fortunately I never had to discuss with him the doctrine of evolution—the earlier “break” with him on the issue of tainted money at least prevented any later attempt to interfere with the teaching of scientific truth in the College.

Mr. Bryan had resigned even before a subscription of any kind had been received from Mr. Carnegie. So far as the question of tainted money was concerned, we had, therefore, burned our bridges behind us. Early in the spring of 1906 I made a trip to New York in the hope of personally seeing Mr. Carnegie and when I found upon arrival there that he had gone to Hot Springs, Virginia, I left immediately for that place. With high hopes I sent a messenger with my little note of introduction to his house, but received very promptly this laconic and disappointing answer: “Mr. Carnegie is here in retirement and begs to be excused.” The skies did, indeed, look dark when I took the train that afternoon back to Jacksonville. Eventually, however, in May, with the assistance of Mr. Vanderlip who personally called on Mr. Carnegie, we received an offer of \$50,000 towards an endowment fund of \$100,000. Although it was not as large a subscription as we had hoped to receive, the offer of dollar for dollar was much more generous than the subscriptions which Mr. Carnegie was generally making to colleges at that time. I shall not attempt to narrate the details of the campaign—its alternating hopes and disappointments, my own inexperience, and the great difficulty of arousing the alumni to a sense of responsibility for saving their alma mater from extinction. I had to work largely alone, travelling from one end of the country to the other, getting help mostly in small amounts from \$25 to \$100. A subscription of \$500 or \$1,000 was a rare occurrence. However, before we had gone far in the campaign, a substantial bequest put hope and even confidence into our hearts. Mrs. Phebe Gates Strawn had died in February, 1906, and when her will was probated some weeks later, it was discovered that she had made a bequest of \$20,000 to Illinois College for the establishment of a department of agriculture and another bequest of \$10,000 to the Jacksonville Female Academy. Since the Academy had been absorbed by the College, it seemed likely that this additional amount would also come to the College, although, as later developments

proved, this item in the will was contested by the heirs and led to a compromise, netting the College about \$8,000 after the conclusion of this campaign.

At the commencement of 1907 we were able to announce that the new endowment fund of \$100,000 had been fully subscribed, although it was still to take several months before the



PHEBE GATES STRAWN

subscriptions could be collected in "cash or marketable securities," as required by the terms of Mr. Carnegie's offer. This was accomplished by the following January.³ Although we were by no means "out of the woods," substantial progress had been made. How very modest most of the subscriptions to this fund were, is evident from the fact that there were about 400 subscribers. Since I personally secured most of these subscriptions, it is also evident how much time I was obliged to spend "on the road." Among the 400 subscribers were the names of about 227 alumni and former

students.⁴ About 25 per cent of the alumni and former students, whose addresses we happened to have on our very incomplete list, had given. At least a beginning had been made in securing the support of the alumni for their alma mater. I wish also to bear testimony to the cordial support given to the campaign by the alumnae of the old Jacksonville Female Academy. This active help of the Academy alumnae was secured largely through the coöperation of Mrs. Mary Turner Carriel, J. F. A., '64, whose interest in the College and whose sympathetic and

³ Min., June 5, 1905; *Jacksonville Journal*, Jan. 21, 1908; *Rambler*, Feb. 3, 1908.

⁴ *Ibid.*, Mar. 4, 1908; a list of the subscribers will be found in Min., June 3, 1908.

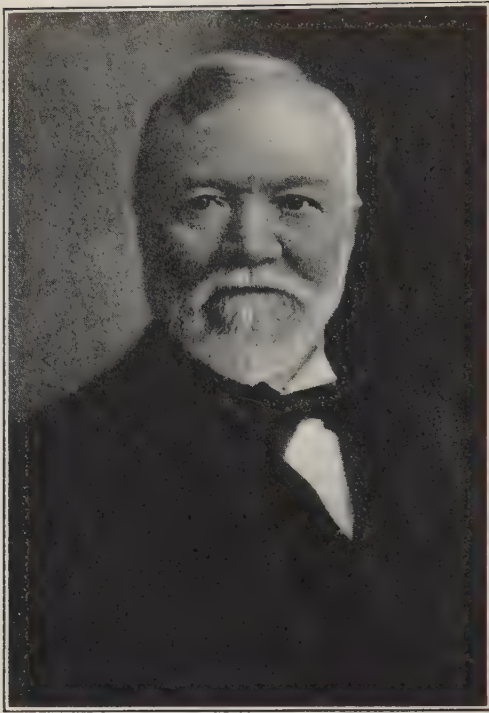
helpful advice always meant much to me during my years of service for the College.

In January, 1908, I journeyed to New York to claim Mr. Carnegie's \$50,000 and also to attend the annual banquet of the New York Alumni Association, which was to be held that year at the Graduates' Club. Among the special guests present on this occasion were Stewart L. Woodford, former U. S. Minister to Spain, and Mr. Vanderlip. I had asked the latter to act as our representative in advising Mr. Carnegie that we were ready to claim his \$50,000. I sat next to Mr. Vanderlip at the supper and I noticed that he seemed very uncommunicative. When it came his turn to make a few remarks, it soon became evident why he had not been anxious to engage in conversation earlier in the evening. He told of his visit that afternoon to the home of Mr. Carnegie—how after telling him that we had completed our fund, he had immediately asked for another \$50,000 for Illinois College.

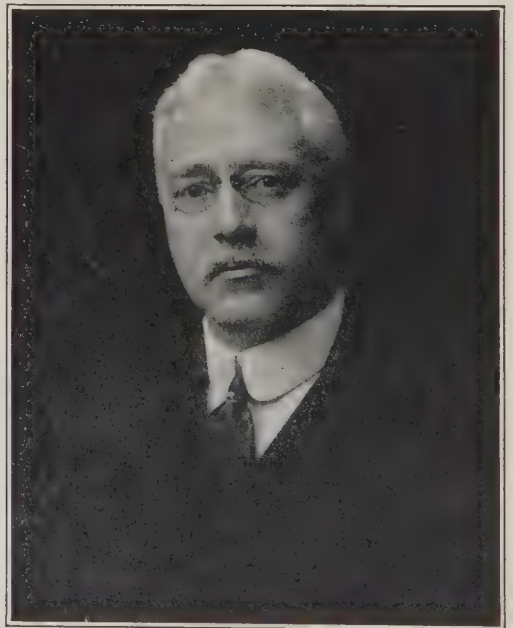
When we learned in the next sentence that the ironmaster had said he would give it, we jumped from our seats in wild enthusiasm. When the applause subsided Mr. Vanderlip proceeded quietly to say that after Mr. Carnegie had learned a little more about the College, its history and especially the great struggle we were making in the face of most discouraging difficulties, he said, of his own accord, that he would like to change his offer—that he would give \$75,000. It can easily be imagined how our



MARY TURNER CARRIEL



Arthur Leongre



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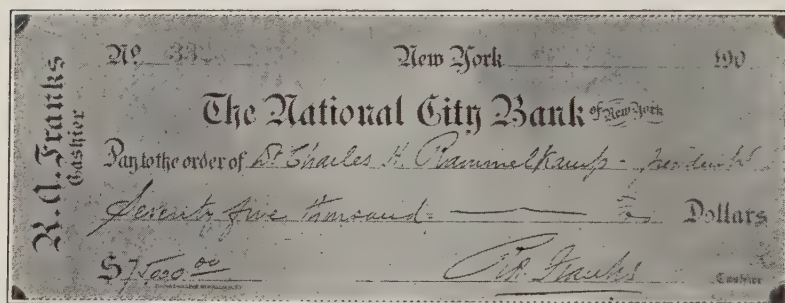
hearts beat with joy over this additional announcement. General Woodford who was the next speaker asked for the privilege of making the first subscription in the new campaign, which he said would be \$1,000 in honor of his cousin, Mrs. Edward A. Tanner. I have attended many annual banquets of the alumni of Illinois College, but none has ever given me the thrill and courage which this little gathering at the Graduates' Club did that evening. The College has received in succeeding years much larger single gifts but none was ever more timely or encouraging.

The terms of the gift, as we subsequently learned, were very generous. The only condition was that we were to raise an equal amount in "cash or marketable securities." The gift, when paid, was to become the Frank A. Vanderlip Endowment Fund, but absolutely no restrictions were imposed regarding the use of the other half which we ourselves were to raise. This freedom was very important, for it gave us the opportunity to pay off that horrible debt which hung like a millstone around the neck of the College. Immediately after the supper Edward Capps, '87, and I went to a telegraph office to send the good news home.

Thus we were immediately launched upon another financial campaign and it now really seemed possible to place the College on a solid financial footing. This possibility gave us all great courage and enthusiasm. Friends and alumni who had given in the other campaign were asked to give again and since their first subscriptions had been in comparatively small amounts, most of them responded favorably. We had some hope of securing help in this second campaign from the General Education Board. Dr. Wallace Buttrick, secretary of that board, had in fact visited the campus before Mr. Carnegie made his second offer and had held out to me some hope of aid from that source. However, we were destined to be disappointed in this hope. The General Education Board refused our application on the ground that Mr. Carnegie's offer was so generous that "there would not seem to be pressing demand for further outside aid."⁵ The campaign did not move forward as rapidly as we hoped, and it was not until the spring of 1911, three years after the beginning of the effort, that the new subscription was

⁵ Letter from Wallace Buttrick, N. Y., Mar. 6, 1908.

completed. When we went to claim Mr. Carnegie's \$75,000, a slight complication arose because certain subscriptions amounting to about \$10,000 still remained unpaid on the amount raised. Mr. Carnegie, when I conferred with him, insisted that the matter must be closed at once—that he would pay his gift, less the amount of our unpaid subscriptions. Since funds had been contributed on the distinct understanding that the whole amount of \$150,000 would be secured, a serious complication



seemed imminent. However, when I conferred with Mr. Vanderlip at the National City Bank that afternoon, he at once solved the problem by generously advancing the necessary \$10,000 in cash, without interest, taking as his only security our unpaid subscription notes. I mention this incident of the campaign as another evidence of the ever ready willingness of this good friend to extend a helping hand.

These two campaigns, adding a quarter of a million dollars to the funds of the College, had been concluded in a little less than six years. The struggle for existence was now ended. The debt was paid off and the future of the College was assured. I wish it were possible to mention here all the persons who helped so loyally during these six years of my apprenticeship. I am thinking not so much of the *amounts* given by various individuals as of the encouragement and helpful coöperation which I received from so many alumni and friends. I think especially of the late Hugh M. Wilson, '87, and his classmate, Professor Edward Capps, whose cheering sympathy and helpful advice drove away many a cloud and turned many a mountain into a molehill. I have already mentioned several times

Frank A. Vanderlip—I do not see how Illinois College could have been saved without his help. Among the members of the board of trustees, I feel especially grateful, in connection with the struggle of these trying years, to the late Thomas Worthington. Other members of the board made larger contributions of money but none gave more generously of his time and thought. Perhaps the fact that we were both Cornell men created from the beginning a bond of sympathy and mutual understanding between us. Whether I went to him with a big problem or a petty annoyance, I never found him too busy to listen to my tale of trouble. Nor can I forget the loyal service of my private secretary, Miss Ida B. Field, who piloted me so efficiently through the financial details of college administration and was ready to work any time of the day or night. And what shall I say of the loyal, patient service of the faculty during these trying years?

While these two campaigns were in progress, the annual deficits continued for a few years. These deficits varied from \$5,000 to \$8,000 annually. Unless we were ready frankly to turn the institution into a junior college or conduct it as a “sham college,” there seemed nothing else to do. The College was somewhat in the position of a debtor who goes more heavily into debt for a year or two in the hope of saving his property by that method. With the completion of the first endowment campaign, the situation, so far as the annual running expenses were concerned, steadily improved. In the spring of 1911, I received a characteristic, terse note from Dr. D. K. Pearsons, advising us that we need no longer pay him his annuity. This meant a saving to the College of \$1,000 a year. The next year the College actually had a balance in its current account. Thank God, there have been no more deficits in my administration.⁶ The accumulated indebtedness amounting with interest to over \$50,000 was all paid off as a result of the generous terms of Mr. Carnegie’s second subscription.⁷

⁶ Three times expenses have exceeded income by a small amount but the difference was promptly paid out of a surplus account.

⁷ Min., Dec. 13, 1910. The subscriptions to meet Mr. Carnegie’s second offer were available for the payment of this debt. When the bankers on the board came to consider the method of handling the transaction on the college books, they preferred to charge the indebtedness to the increment in the value of the College

D. K. PEARSONS
HINSDALE, ILL.
OFFICE AT RESIDENCE, 89 N. GRANT ST.

March 13 1911

Ill College

I find that I shall have
enough to carry me through life
I am making a grand settlement
on the 14th of April, I am paying
all my Rledges to Colleges, I shall
not ask you for any more Amities
I have all I shall need,

No More

Truly D K Pearson

91. on the 14th of April

If a disproportionate amount of space seems to have been given to the financial affairs of the College, it must be remembered that these problems constituted one of the chief elements of college history during these years. However, other problems were also pressing for solution and college life ebbed and plant, leaving subscriptions amounting to the indebtedness of \$55,029.25 to be added to the endowment fund. Personally, I was opposed to this method of handling the transaction, but since funds had actually been given to pay the debt, I did not press my objection to what seemed a mere technicality of bookkeeping.

flowed, sometimes with great uncertainty and occasionally with some turbulence.

How we worked during those first six or seven years to build up the attendance in the institution, and what a discouraging task it was! With the help of a genial and popular ex-clergyman and farmer, John Luther Wylder, we fairly "beat the brush" for students but we could not accomplish much. Occasionally there was a little increase in college attendance but not enough to arouse enthusiasm or materially increase income from tuition. The depth of discouragement was reached in the fall of 1911 when only ten freshmen appeared on the campus. There was a decrease of forty in college attendance. I certainly felt sick at heart that fall. But thereafter attendance took an upward trend. Both the improved condition of the College and the increasing number of high school graduates in the state soon produced a totally different condition.

In the fall of 1908, the Reverend William A. Sunday came to Jacksonville. It was inevitable that his meetings and methods should stir our college community. Whatever may be said about the good which he possibly accomplishes among certain classes of people, he is certainly not a leader of college students in their religious thinking and convictions. A man who announces that "Darwin is sizzling in hell" and that "all scientists can go plumb to hell, so far as I care," can hardly be expected to make a convincing and lasting appeal to thoughtful students, however much he may for the moment stir their emotions. In a burst of "eloquence" one evening, he shouted: "What we want is to tear down the seminaries and stand the professors on their heads in mud puddles. A seminary and its teachings are no more use to preaching than a crane's legs are to a setting hen."

I had noticed newspaper accounts of the "sermons" of this "fire-eating" evangelist long before he came to our city and I deeply regretted his coming. Anxious, however, as I was to maintain and promote a spirit of friendly coöperation between the College and the churches of the city, I resolved, so far as possible, to refrain from criticism and to give the movement our support. But an attitude of friendly neutrality soon proved impossible. In spite of every effort to avoid trouble, a clash be-

tween the evangelist and the College could not be avoided. When the converts did not "hit the sawdust trail" in as large numbers as the success of the meetings demanded, Illinois College was made the scapegoat. The College paper, under the editorship of R. H. Malcomson, '09, a young man of clean life, sincere religious convictions and real backbone, took a dignified and independent position in the midst of the religious excitement which spread over the campus and city. One evening I was called on the telephone by Mr. Sunday's manager and told in somewhat peremptory terms that the college paper was about to publish an "attack" upon Mr. Sunday and that I must suppress the edition or he would that very evening make a public declaration against the College. Upon investigation I found that the issue in question, which had already been run off the press, contained a very excellent and entirely sane article on "Evolution in the Educational World" by J. Howard Brown, '06, then a member of our Conservatory staff and now a well-known bacteriologist on the faculty of Johns Hopkins University, and also an editorial, mild and dignified in tone, defending the College against aspersions which were being cast upon its alleged lack of religious spirit. I saw at once that unless I was ready to stultify myself as a student and leader of an educational institution of fine traditions, I could not order the suppression of the paper. In fact, it never occurred to me to do so. The public declaration was not made against the College that evening but subsequently, as opportunity offered, many a poisoned dart was shot at the College in both sermon and prayer. It was an unhappy episode but throughout it all, I am glad to say, Illinois College remained true to its principles as an educational institution with high Christian ideals.

The resignation of President Barnes led to the withdrawal of several trustees from the board, mostly men from Chicago who had accepted membership at his earnest solicitation—such men as D. R. Forgan, A. A. McCormick, H. P. Crowell and B. A. Eckhart. In a short time others were elected to these vacancies, among the number such valuable members as Dr. Carl E. Black, Hugh M. Wilson and J. F. Downing. Dr. Black succeeded Mr. Lippincott as secretary in 1907 and has held this office ever since. It was also a great pleasure to see Charles A.

Barnes, who had resigned at the time of the Bryan episode, return to the board. Judge Kirby, on account of his bad hearing, insisted upon resigning the chairmanship of the board in 1910 and was succeeded by Andrew Russel who has proved one of the most generous and helpful friends of the College. Nor can one fail especially to mention Harry M. Capps who accepted the chairmanship of the important finance committee in 1906, and has ever since performed an invaluable service in investing and safeguarding the constantly increasing endowment funds. Upon the death of Robert M. Hockenhull in 1915, William G. Goebel was elected treasurer of the College and still performs the duties of that important office in a manner that gives confidence to all donors and friends. Among other trustees, not previously mentioned, who have served the College during my term of office are the following:

Richard Yates, Frank Robertson, Logan Hay, J. G. Capps, S. W. Nichols, G. L. Merrill, H. H. Bancroft, C. F. Wemple, R. W. Mills, the Reverend T. W. Smith, the Reverend J. B. Shaw, H. B. Brady, J. E. Defebaugh, Howard Henderson, E. F. Goltra, F. C. Tanner, the Reverend L. H. Davis, the Reverend H. D. French, J. J. Bergen, H. J. Dunbaugh, E. W. Blatchford, R. C. Lanphier, W. T. Wilson, T. L. Fansler, the Reverend W. C. Covert, D. W. Frackelton, F. R. Elliott, W. B. Brown, Walter Bellatti, G. W. Govert, P. E. Hatch, the Reverend W. H. Marbach, J. A. Barber, E. B. Hamilton, Dr. G. E. Baxter, Carl E. Robinson, C. O. Gordon, James M. Barnes, Dr. F. Garm Norbury and Dr. Grace Dewey.

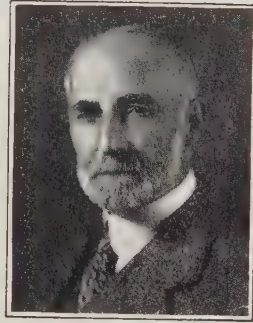
The Commencement of 1906, the second at which I presided, deserves mention perhaps because it witnessed the graduation of the first class including women, in the history of the College. There were four of them: Eva M. Cochran, Emily Ainslie Moore, Eva C. Noelsch and Antoinette M. Pires. Miss Pires (later Mrs. L. A. Mendonsa), being salutatorian of the class, was allowed the distinction of being the first woman to receive a degree from Illinois College. She was a young woman of unusual personal charm, as well as of scholarly ability, and her early death was a distinct loss in the ranks of our alumnae. The commencement speaker that year was Mr. Vanderlip.

Little progress was made in educational policies during these



SOME OF THE PRESENT TRUSTEES

Andrew Russel, Chairman, Carl E. Black, Secretary, G. W. Goebel, Treasurer,
 J. F. Downing, T. W. Smith, G. E. Baxter, G. W. Govert, Carl E. Robinson,
 W. H. Marbach, F. R. Elliott, F. G. Norbury, E. B. Hamilton.



SOME OF THE PRESENT TRUSTEES

J. A. Barber, P. E. Hatch, C. O. Gordon, H. M. Capps, T. L. Fansler,
E. F. Goltra, J. M. Barnes, R. C. Lanphier, Grace Dewey, W. B. Brown.

first half-dozen years, for we were satisfied, as I remarked elsewhere, simply to keep the ship afloat. So far as educational standards are concerned, the adoption of the 50 per cent rule in 1908-1909 helped to hold students to stricter accountability in their work. This rule provided that any student who failed to pass at least 50 per cent of his work in any semester should be suspended for the following semester. A part of the same effort of the faculty to raise the standards of the College was the



ANTOINETTE PIRES
The First Woman Graduate.

action increasing the entrance requirements from 14 to 15 units and the rule requiring all freshmen to take an examination in English.⁸ Of similar significance was the action of the faculty in establishing a system of preliminary, final and departmental honors. Members of the faculty, like Professor Stella L. Cole, head of the modern languages department, Dr. Clarence O. Harris, head of the classical department, and Professor William O. Beal of the department of mathematics, were the aggressive and constructive leaders in these ef-

forts for higher standards. Professor Beal, as chairman of a faculty committee on "academic policy," did excellent service in making us all realize the need of improving our scholastic standards.⁹ Illinois College was one of the charter members of the North Central Association of Colleges and Secondary Schools, but for some reason it had allowed its membership to lapse. The College was now, upon application, restored to full membership in this organization. The custom of having the valedic-

⁸ Beginning in the fall of 1912.

⁹ This committee was appointed in the year 1910-1911. Like several other institutions, Illinois College has still more recently established so-called Honors Courses.

torian and the salutatorian of the graduating class speak at the commencement exercises was given up, and in place of this plan the faculty selected student speakers on the basis of *both* scholarship and oratorical ability. A few years later the old custom of having student speakers on the commencement program was entirely abandoned.

Few college presidents, I suppose, entirely escape misunderstandings with their faculties. On the whole, I believe I have been fortunate in my relations with my colleagues on the faculty. At least so it has seemed from my point of view. I gratefully appreciate the loyal service and friendly tolerance shown by my colleagues during the many years that we have worked together. So far as my recollection goes, the only occasion when a serious difficulty arose between us was in the year 1910-1911 when the trustees, on my recommendation, resolved to introduce courses in education into the curriculum, *without first receiving the approval of the faculty*. It was a mistake, I freely admit, but it was made innocently by president and trustees, "without any malice aforethought." Certain members of the faculty, I suspect, had personal objections to the instructor appointed and this helped to strengthen convictions and deepen feelings. A formal and very dignified protest was sent to the trustees. The latter expressed regret at the misunderstanding and assured the faculty that the failure to consult them "in this instance was an oversight and not an intentional slight." The incident helped to clarify more precisely the relative functions of trustees and faculty in the administration of the College and led to the adoption of the following by-law, the italicized portion being really an amendment to a former regulation:

"All matters of discipline are entrusted to the president and faculty. They shall arrange the course of study and the hours of recitation. They shall have general jurisdiction of the students. *If in the opinion of the president, any measure passed by the faculty seriously affects the general welfare of the College, he may, in his discretion, require the consideration and approval of the measure by the board of trustees, before it is finally put into operation.*"¹⁰ So far as I recall, this is the only occasion when I felt distinctly unhappy in my relations to my colleagues

¹⁰ Min., June 7; Dec. 12, 1911.

on the faculty. I hope they, like myself, can recall no other occasion.

During these years when attendance dropped to a low point and we were fighting for the life of the College, the students also had their difficulties in maintaining their various activities on a successful basis. The doubt and fear about the future of the College naturally affected the general atmosphere of the campus. Under all the circumstances I believe our students succeeded beyond reasonable expectations in keeping their sports and other pastimes going. Fortunate, indeed, is youth in its happy and buoyant spirit. In spite of the harassing debts



"THE MORNING MAIL"

of the Athletic Association and the pitifully small financial help which the trustees could extend to athletics and other enterprises, the students complained but little and in their own way fought their battles resolutely and hopefully.

The College had not been able to employ a regular athletic director for some years. Make-shift arrangements had to be made from time to time and we got along as best we could. The coming of Glen Thistlethwaite from Earlham College in the fall of 1908 marked, perhaps, the beginning of a change for the better—not that this young man, who has since done such fine work for athletics at Northwestern University and elsewhere, brought victory to our teams, but he instilled a wholesome spirit of sportsmanship into the men and introduced some real system into our management of athletics.¹¹ Unfortunately he remained only one year, when he was called back to his alma mater. Much credit is also due to Professor W. O. Beal, another Earlham man, who, in spite of the fact that he was no athlete himself and no special "booster" for athletics, yet helped the students and the College to improve conditions at this time of uncertainty and discouragement.

It was in the fall of 1910 that "Bill" Harmon, '07, returned to the campus of his alma mater as director of athletics and

¹¹ He is now the football coach at the University of Wisconsin.

instructor in preparatory mathematics. Although when Mr. Harmon returned to the College a more regular system of coaching had already been introduced, there was not much encouragement in the outlook. He began his long and successful career at Illinois College practically at the bottom. His first football team, that fall of 1910, not only failed to win a single game, but did not even score a single point. No wonder Harmon himself referred to the record as "the most disastrous season ever experienced in Illinois College football."¹² And I believe the record still stands! The results in basketball that winter were hardly more encouraging, the team winning only three out of fourteen games. The baseball and track teams of the following spring, however, gave us a little more hope, the latter winning a dual meet with Millikin and the baseball team winning three games out of seven.



COACH HARMON

I have a sincere appreciation of the success which Mr. Harmon achieved in later years, especially in track and football, but even more do I value the loyalty and patience which he showed in that first year or two of his work "on the Hill." The finances of the Athletic Association were greatly improved when, in the fall of 1907, the College Book Store was established with the arrangement that its profits were to be devoted to the benefit of athletics, and still further when, in the fall of 1911, the trustees were finally persuaded to establish a compulsory athletic fee.¹³ The faculty, in

¹² *Rambler*, Dec. 21, 1910.

¹³ *Min.*, Dec. 9, 1907; June 8, Dec. 13, 1910; *Rambler*, Jan. 20, Feb. 24, 1908; Dec. 21, 1910; Vol. XXI, No. 1.

its effort to raise the educational standards of the institution, passed during these years various regulations making decent scholastic work a prerequisite for athletic competition. Of the track teams of this period, that of the spring of 1906 under the coaching of Robert A. P. Holderby achieved considerable success.¹⁴ It was in the year 1908-1909 that basketball assumed a



THE FIRST BASKETBALL TEAM, 1904-1905

J. C. Wall, L. A. Piggott, G. W. White, W. T. Harmon (Capt.),
J. O. Stith, C. O. Williams.

more important place among the major sports. The team of 1909-1910 even claimed the college championship of the state but the claim was disputed.¹⁵ Basketball began in Illinois College in the year 1904-1905, the first match game apparently being played with the local Y.M.C.A. Illinois won 22 to 19. The first game with an out-of-town team was played on our campus with the Gem City Business College of Quincy, the score being 27 to 20 in favor of the visitors. This sport was that very year, by amendment to the constitution, put on a par with

¹⁴ *Rambler*, June 6, 1906.

¹⁵ *Ibid.*, May 15, Dec. 17, 1908; Apr. 5, 1909; Mar. 11, 1910.

the other major sports. W. T. Harmon, then a senior, was evidently an enthusiastic leader in the new sport and we are told that it was due principally to him that basketball at once became "so popular in the College." It was not, however, until the next year 1905-1906 that real intercollegiate competition was started, with George W. White, '08, as captain of the Illinois team. The first intercollegiate game was played with Monmouth College, the latter winning by the decisive score of 48 to 19.¹⁶

In the early winter of 1908, Bradley Institute issued invitations to eleven colleges, including Illinois, for an intercollegiate track meet in Peoria the following spring, with the added suggestion that an intercollegiate track and field conference be organized. It was this invitation and meet which led to the formation of that conference of the small colleges of Illinois, first officially called "The Intercollegiate Athletic Association of Central Illinois" but subsequently enlarged and popularly known for many years as the "Little Nineteen."¹⁷ This conference, although now somewhat unwieldy on account of its size, has proved on the whole very influential and helpful in the athletic relations of the colleges of the state.

The intercollegiate debates with Lake Forest continued for several years, Illinois winning a majority of them. The joint debates between Sigma Pi and Phi Alpha were also held each year, barring a few occasions when disagreement and suspicion made it impossible for the two societies to meet. The recent reorganization of Gamma Nu has made it necessary to institute a somewhat different plan in place of the traditional joint debate. Illinois College has continued her membership in the Illinois Intercollegiate Oratorical Association but only once during the years of my presidency has a representative of the College won the intercollegiate oratorical contest. This was in 1907 when William Preston Phillips, '08, represented his alma mater with an oration on "The Problem of the Immigrant." The contest of 1916, when Henry H. Caldwell represented the College, proved a trying experience to our representative and the friends who accompanied him. The decision announced

¹⁶ *Rambler*, Jan. 30, Feb. 20, Mar. 7, Apr. 7, 1905; Feb. 13, 1906.

¹⁷ *Ibid.*, Feb. 24, Nov. 13, 1909; Dec. 20, 1911; Fac. Min., Nov. 4, 1908.



WILLIAM PRESTON PHILLIPS



H. H. CALDWELL

from the platform gave the prize to Mr. Caldwell for his oration on Edgar Allan Poe, entitled "Cypress and Bay," but a little later, after honor had been shown to the victor and the audience had largely dispersed, one of the judges insisted that he had never intended to vote for the oration on Poe and the prize was, therefore, taken back and given to another.

The constantly growing loyalty of the alumni during recent years has meant much to me in my efforts to build a greater and better college. Alumni loyalty, when based not only on enthusiasm for athletics but on an intelligent appreciation of educational standards and achievements and when inspired by a willingness to make some real sacrifices, is the most precious endowment which a college can possess. Fortunately, indeed, are the president and the college that can count on such interest and loyalty. The greatest achievement of the alumni during my connection with



EDWARD CAPPS

Illinois College is undoubtedly the establishment of the Alumni Fund. I think not only of what the Fund has meant to the College financially, but still more of what it has done for the alumni themselves in creating among them a finer sentiment of loyalty and in making them realize more clearly that they are an integral part of the College with real influence in its affairs. The results achieved by the Alumni Fund Association have been so noteworthy and the management of the Association so sound, that the trustees of the College cannot fail to pay respectful attention to any request which the directors of the

Fund may make. Many alumni and former students have, of course, contributed in money, thought and effort to the success of this organization, but, conspicuous above all others in his untiring and inspiring leadership has been the chairman, Professor Edward Capps, '87. In season and out of season, whether in this country or abroad, in the midst of other pressing duties often of national moment, and in spite of many discouragements, he has labored to make the Illinois College Alumni



R. I. DUNLAP

Fund Association a worthy and fruitful enterprise. He has been ably assisted by Ralph I. Dunlap, '03, who has served as treasurer of the Fund since its establishment.

The essential idea at the basis of so-called alumni funds is found in the plan of annual subscriptions from large numbers of graduates and former students, usually coupled with alumni control of the disposition of these funds. An effort had been made to establish such a fund at Illinois College in the administration of President

Barnes, but although well conceived, the plan never reached the stage of actual execution. I urged some of my more intimate friends among the alumni to make another attempt to establish such a fund and these suggestions bore fruit when the general alumni association at its annual meeting in 1911 authorized the appointment of a committee "to study the best methods in use in the leading colleges and universities for the establishment and administration of alumni funds, and to formulate, adopt, and put into execution such a plan, as they may find to be most desirable." The committee, largely under the guidance of Professor Capps, who was a member but not its chairman, went to work at once, and by the time of the next annual meeting of the Alumni Association in 1912, plans had not only been

formulated but put into actual operation. In the fall of that year the Alumni Fund Association issued its First Annual Report and a few months later was legally incorporated. The constitution declares the following to be the purpose of the Association: "to obtain contributions to the Illinois College Alumni Fund . . . and otherwise to increase the resources and advance the interests of Illinois College." The first board of directors consisted of the following: Edward Capps, '87, Princeton, Chairman; Walter Bellatti, '05, Jacksonville, Secretary; Ralph I. Dunlap, '03, Jacksonville, Treasurer; E. W. Blatchford, '45, Chicago; Carl E. Epler, '76, Quincy; C. W. Holtcamp, '82, St. Louis; T. P. Carter, '85, Jacksonville; Albert Baldwin, '90, Duluth; Harry J. Dunbaugh, '99, Chicago.

A good beginning was made that very first year in securing members and subscriptions. The report shows a membership of 170 alumni and former students, with subscriptions totalling \$1,640. Fifty classes were represented in the membership. The secretary-treasurer reported that there was "not a break in the list of classes" contributing, between 1884 and 1911. The class of 1888 held the record for the largest subscription—\$238 from five members. The new association was a success from the beginning. The second year, the membership had increased to 253, 60 out of the 71 surviving classes being represented and the subscriptions totalling \$1,960.

In the sixteen years of its existence (to 1927) the Alumni Fund Association has collected a total of \$64,348, and its membership is now nearly seven hundred.¹⁸ From the beginning, the management has been conservative. Unlike many other similar organizations, it has made its chief object not contributions to the current expenses of the College, but the upbuilding of a substantial, permanent Alumni Fund Endowment. This amounted in 1927 to \$36,500; during the same period, however, the Association contributed over \$14,000 to the current expenses of the College. It is the policy of the Association to confine its appropriations, as far as possible, to the general expense fund of the College, thereby avoiding the temptation

¹⁸ Total membership in the fall of 1927 was 665, of which number 153 were In Memoriam Memberships. The number of active contributing members has not increased in recent years as the directors feel it should.

to help a variety of special objects, more or less according to the influence which special interests might exert on the board of directors. One of the most interesting and unique achievements of the Association is found in its "In Memoriam Memberships." These are permanent memorial memberships established by friends and relatives in honor of deceased alumni and former students. Periodically the Association publishes an "In Memoriam Booklet," containing the pictures and brief biographical data of the alumni thus honored. Two editions of this special booklet have been issued and a new edition is to be published in connection with the Centenary of the College in 1929. In the words of the Chairman of the Association:

The final test of a college is the lives of those who have enjoyed its privileges as students. It is for their training in character and intellect that the College was founded and is maintained, and it is by the standard of the results of this training, as shown in the character and achievements of its students, that the College will be judged. Illinois College is approaching the end of the first century of its existence. If its work has been good, the fact will be manifest in at least two ways: in the first place, the students whom it has sent out into the world will be quick to recognize their debt to the institution and will loyally support it by word and deed; in the second place, the lives and influence of its alumni will constitute a record of substantial service to the country in all that makes for honorable and enlightened citizenship. It is one of the functions of the Alumni Fund to bring such facts as these into proper relief. While the living are doing their part in the world, we desire to commemorate in every possible way those who are dead, not only by way of testifying to their loyalty to the College while living, but also by keeping alive, in intimate connection with their alma mater, the memory of the place they won in the world and in the hearts of their associates. By linking the present with the past, we shall be enriching the heritage of the present and at the same time honoring those whose lives should never be forgotten by Illinois College. The Alumni Fund organization, which requires the distribution of Annual Reports among all living graduates and former students, has furnished an opportunity, hitherto lacking, for the perpetual commemoration of our comrades who have passed from the scene. The endowed membership has proved a simple and effective means to this end. The names of those who are thus commemorated are linked with those of the living in joint testimony to their common obligation to their alma mater.

When Illinois College admitted women in 1903, it also acquired, it will be recalled, a Conservatory of Music. Organized in 1871 by Professor W. D. Sanders, this school had achieved a solid reputation. Its first director was Isaac B. Poznanski, a violinist and composer of some note who later became a member of the faculty of the Royal Conservatory in London. J. S. Barlow, Dwight Nutting and H. F. Johannessen are other early instructors whose names survive in the traditions of the school and whose ability and success as teachers helped to establish its reputation. In 1885 the school was taken over by Professor Erastus F. Bullard and became practically a department of the Jacksonville Female Academy. It is hardly possible to give within any reasonable limits of this chapter a detailed history of the Conservatory during the years of its existence as a department of Illinois College. At the time of the merger of the College and the "Academy," the Conservatory had fallen considerably from its earlier prosperity. Ferdinand Haberkorn, who became the director in the fall of 1906, succeeded, however, in reestablishing the school on a successful basis. I do not feel qualified to pass judgment on Mr. Haberkorn's musical ability, but I always greatly enjoyed his playing on the violin, and I know that he not only succeeded in teaching young students how to play but that he inspired them with a real love of music. I admired his strong and interesting personality. His frank sincerity and hatred of all sham made him a worthy colleague of the best members of our faculty. However, I believe it may be said without injustice to any other members of the staff of the Conservatory that in length and value of service Professor William E. Kritch, Edmund Munger and Helen Ayers Bullard stand out preëminently. Other members of the Conservatory faculty came and went, but these three continued on the staff for many years, and under their administration and instruction the school achieved real success.

Very recently a plan has been consummated for the union of the conservatories of Illinois College and the Illinois Woman's College. Although this action may cause some regret, it seemed to all a wise thing to do, for the city of Jacksonville is hardly large enough to provide patronage for two music schools of high grade.



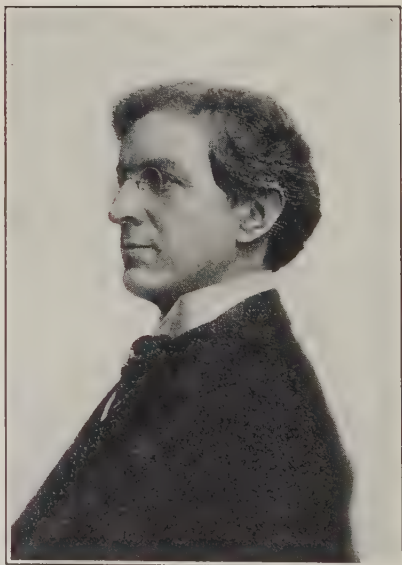
FERDINAND HABERKORN



HELEN AYERS BULLARD



W. E. KRITCH



EDMUND MUNGER

One day in the winter of 1915-1916, the morning mail brought to my desk a brief letter from a Chicago attorney asking if he might have a personal interview. Very skeptical about the object of his call, I replied after some delay, explaining that I "would be glad" to see him. This correspondence led to the largest single gift ever made to Illinois College—the Eli B. and Harriet B. Williams Memorial Scholarship Fund, now carried on our books at a valuation of \$240,000. Hobart W. Williams, the donor, was an elderly, shrinkingly modest bachelor then residing in Cheshire, Connecticut, almost in the shadow of Yale University. His parents, in whose memory the gift was made, were early settlers of Chicago, whose fortune originated in property in the "Loop" district. Hobart W. Williams himself was born in Chicago and had lived there most of his life. Illinois College was only one of ten beneficiaries in this original trust fund, which at the par value of the "gilt-edge" securities constituting the whole trust, amounted to over \$2,000,000.¹⁹ Furthermore, at the death of Mr. Williams his residuary estate, amounting to some \$400,000, was added to the trust. Nor was this the only donation made by this modest benefactor, for about the same time he also made a gift to the University of Chicago, amount-



HOBART W. WILLIAMS

¹⁹ The following were the beneficiaries: The Old People's Home of Chicago, Chicago Home for Aged Persons, Chicago Commons Association, Chicago Orphan Asylum, Home for Destitute and Crippled Children, Chicago, Monmouth College, James Millikin University, Illinois Wesleyan University, Illinois College and Rockford College.

ing to another \$2,000,000. The income from the Williams Memorial Fund was to be used by the colleges named in the trust "for the purpose of assisting poor and deserving students, both male and female, in acquiring an education." The investment of the entire Fund was placed in the hands of a trust company of Chicago.²⁰

This scholarship fund has enabled Illinois College, as well as the other institutions named in the trust, to perform a truly great service for that group of worthy young men and women of slender financial means who are ambitious to secure a college education. Each year Illinois College is now able to distribute about \$13,000 from this fund. In the twelve years of its existence (to 1928) the College has distributed over \$113,000 in 1,587 scholarship grants. When one thinks of what has already been accomplished in both the colleges and other institutions and what will be achieved in the long years of the future, it is evident that Hobart W. Williams deserves a place among the great benefactors of our country.

Like other colleges and universities of the land, Illinois tried to do her duty when the United States entered the World War. Reflecting the attitude of the Middle West from which all of its students and most of its faculty came, the College was at first somewhat conservative on the question of aiding the Allies, but when in the early spring of 1917 the war clouds became darker, both trustees and faculty passed resolutions pledging the unqualified support of the College to the government in whatever measures it might adopt. The faculty was the first to act. On March 28 it sent to the President of the United States a resolution expressing its "firm conviction of the need of adequate preparation and vigorous action to maintain the dignity and interests of our nation," and the trustees followed shortly with a resolution to "place at the disposal of the government of the United States the laboratories, plant and equipment of Illinois College, to be used in such manner as the needs of the future may determine and the resources of the College may permit." We were not large in numbers nor great in resources, but what we had in young manhood and material equipment, we were ready to place on the nation's altar. A few days after

²⁰ Now the Illinois Merchants Trust Co.

the declaration of a state of war the faculty promised full credit for the balance of the year to all students in good standing who might enter the service of the government, including an assurance of degrees to seniors who might enlist.²¹ The ordinary activities of the campus were soon thrown into confusion by the supreme need of the hour. Since our student body was small, it was naturally difficult to get any consideration from the government in plans for formal military training on our campus. However, we proceeded to do the best we could under the circumstances. The students and faculty, provided with wooden guns by Chairman Russel of the board of trustees, began drilling under the direction of Major E. C. Vickery, a local Spanish-American War veteran. A little later the boys voted to give up all spring athletics and devote themselves for the remainder of the year entirely to military training, while the girls organized classes for instruction in home nursing.

In May I went to Washington to attend the conference of colleges and universities, called by the Council of National Defense to consider possible plans for coöperation between the colleges and the government. We listened to an able address by Newton D. Baker, the Secretary of War, and discussed various plans for bringing the higher educational institutions to an effective support of the government. Since the whole plan of coöperation was radically changed later in the war, it is hardly worth while to enter into the details of this conference. By the advice of the Secretary of War our chief conclusion was that the colleges should, as far as possible, maintain their regular work and that "all young men below the age of liability to the selective draft and those not recommended for special service" should be urged to continue their studies. However, to induce red-blooded young men in that crisis to continue routine college work was not an easy task either at Illinois College or elsewhere. The colleges were asked to modify their calendars and curricula so as to meet more fully the needs of the nation and it was the vote of the conference that they should make military science a regular part of their courses of study. In the few remaining weeks of that spring semester fourteen students en-

²¹ Fac. Min., Apr. 11, 1917.

tered the military service and Coach Harmon resigned to enter the officers' training camp at Fort Sheridan.

Naturally great uncertainty prevailed regarding the probable conditions that might exist at the opening of college in the fall, but carrying out the conclusion of the Washington Conference, we resolved to continue our work, with such modifications of the course of study as attendance and other circumstances might dictate. When college opened in September there was a decrease of about twenty-five students, almost entirely among the men. Military drill, continued for the first semester under the direction of Major Vickery, was made compulsory for the men; but later it was, for various reasons, including especially the lack of proper equipment, discontinued. Student activities went on after a fashion. From the military point of view, it seemed wise to give all possible encouragement to various forms of physical exercise and so under the direction of R. E. Harmon, a brother of our regular coach, athletic sports were continued for most of this year. In place of the usual intensive training of college teams, we had in the spring much interclass, or intramural, competition. The Dramatic Club abandoned its attempt to give a play, but the intercollegiate debates were held and the literary societies continued to hold their meetings.

Of the men who were in college at the outbreak of the war, about 34 per cent had entered the service by the end of the academic year 1917-1918. Our roll of honor at that time, including both the students who had dropped out of college and alumni and former students, listed about 175 names.²² As in all other schools and colleges, there occurred a large decrease of registrations in German and a decided increase in French. However, the falling off in German would probably have been still greater, had it not been for the popularity and high standing of Professor Cole's department. The faculty made provision this year for awarding special "War Certificates" to all students who gave up their college work in order to enter the service.

As the war proceeded and the determination of the government to mobilize the whole available man power of the nation

²² President's Rpt., June, 1918.

became more clearly evident, the continued presence of large groups of young men of military age in our colleges and universities became a still more serious problem. Communications received from the War Department late in the spring of 1918 disclosed the general purpose of the government to make more direct and effective use of the colleges for the purpose of military training. The government, for example, announced its intention of establishing a military unit in every college that could furnish a minimum of one hundred able-bodied men of military age. Before the end of the summer, these plans took more definite shape and led to the establishment of the Student Army Training Corps. I went with other college presidents of the Middle West to a conference called by the War Department at Fort Sheridan in August, and later in the same month formal papers for the establishment of the unit at Illinois College were received from Washington.

The experiences of Illinois College in the year 1918-1919 were probably not very different from those of other colleges and universities. Instead of a large decrease in attendance, as had been expected earlier in the summer, the S.A.T.C. brought to the campus a larger group of students than we had ever had, the total registration that year being 242, of whom 164 were registered as freshmen. Our unit of the S.A.T.C., as finally inducted into the service, included 118 men. For the first few weeks of the year the Illinois College unit and that at James Millikin University of Decatur were placed under the same commanding officer. This man, because of his overbearing spirit, not to mention other undesirable qualities, proved utterly unfit for the post. One day in October I received a telephone call from President Taylor of Millikin innocently asking how I liked our commanding officer. The result of our conversation on the telephone was an early trip to Washington to ask for the removal of this gentleman. The request was at once granted and the very morning when I returned to the campus from the East, I saw the lordly captain taking his leave. We were greatly pleased with his successor, Lieutenant Cordon Coons, who was detailed for service exclusively at Illinois College. Considering the peculiar duties of the position, I do not see how we could have had a better qualified officer for our unit. Lieutenant

Coons, or Captain Coons as he soon became, had some comprehension of the functions of an educational institution and was ever ready to coöperate in that spirit which produced the best results for the military unit, the College and the government.



CAPTAIN COONS

Naturally little could be accomplished during that first semester of 1918-1919 in the direction of real educational work, for most of the men then on the campus had enrolled, not to get a college education but to enter the military service on a favorable basis. Under these trying circumstances the faculty showed a patience and spirit of co-operation that were beyond criticism.

To make provision for the military unit, the dormitory and the old clubhouse were turned into barracks for the men and the upper floor of the gymnasium became a very commodious mess-hall. Mrs.

Lottie Carpenter, the matron of the Club, continued as head of the mess-hall. No one on the campus during those trying months worked with greater faithfulness or a finer spirit of self-sacrifice than did Mrs. Carpenter. Nor can I fail to mention with special appreciation the help which I received in looking after many harassing details from Professor Percy E. Whisler, a member of the faculty whom we had sent to Fort Sheridan for special training.

The men of our unit had to do their training under great discouragement. Equipment was slow in arriving from the War Department—as a matter of fact uniforms were not received until after the Armistice and guns did not arrive much earlier. Furthermore, training had been in progress only a few weeks when the “flu” invaded the city and campus, resulting in the

practical quarantine of the men during the whole period of enlistment. However, since not a single death occurred in the unit or student body, we had every reason to be thankful.

Nearly all ordinary student activities were now suspended. The men's literary societies, after feeble attempts to maintain their regular meetings, practically adjourned *sine die* and loaned part of their furniture for use in the "Y" room of the S.A.T.C. This social and religious center for the men, as well as a "canteen," was established in the locker room of the "gym." There was practically no football that fall and only a few numbers of the *Rambler* were issued.

The Armistice was declared before any considerable number of the Illinois College unit were called into more active service. In fact only four members of the unit, Bryce Whisler, Charles M.

Capps, Byron Carpenter and Wilbur Rogers, were ever "called," and they never left the campus, since the Armistice was declared on the day before they were ordered to report to Camp Grant. The news of the Armistice brought joy to the campus as it did to every city and hamlet in the land, but unfortunately the quarantine regulations prevented our boys from participating in the festivities which swept over the city on the eventful eleventh of November.

It was fortunate that we were not obliged to engage in any extensive construction projects in order to care for our unit of the S.A.T.C. The most perplexing problem which confronted us in the care of the men was caused by the lack of an adequate supply of pure water. I am glad to say that we eventually made



MRS. LOTTIE CARPENTER

a very reasonable settlement with the War Department on the contract for the establishment and maintenance of our unit. The order for demobilization came on the 26th of November and by the Christmas holidays "peace" once more reigned on the campus.



DIGGING TRENCHES ON THE CAMPUS

Altogether, slightly over four hundred Illinois College men, including the Student Army Training Corps of 118, had joined the colors. We were fortunate in our casualty list for only nine had to make the supreme sacrifice. They were the following:

Captain E. M. Eckard, -96, Medical Corps
John Widenham, '13, Aviation
Arthur H. Hinman, -13, Ordnance Department
George F. Turl, -13
Joseph P. Chamberlain, -18, Artillery
Sergeant F. L. Williams, -19, Aviation
Corporal Earl P. Sooy, -19, Engineers
Charles Haines, W.A., Navy
Leonard Young, W.A., Aviation

Of these, Corporal Earl P. Sooy, -19, awarded the *Croix de Guerre* for leading his squad in the face of murderous machine gun fire, was killed in action on the Aisne.

Probably one of the most important contributions which the College made to the war through its alumni was the work of the Red Cross Commission to Greece. Professor Edward Capps, '87, with the rank of Lieutenant Colonel, was chairman of this commission which included also Dr. Carl E. Black, '83, as well as former President Barnes, both with the rank of major. It may be remarked in passing that soon after the war Professor Capps was appointed United States Minister to Greece.

Although my duties on the campus were very exacting, especially after the establishment of the S.A.T.C., I tried, like all others, to do "my bit" in those various home activities which every community was called upon to undertake in order to mobilize the full

strength of the nation. It fell to my lot to serve as chairman of the "Y" and the United War Drives in the county. I was also asked to serve as an assistant to the Regional Director in the history work of the S.A.T.C. but, convinced that I could do much more effective work for the general cause by remaining at my post on the campus, I declined the appointment. Professor J. G. Ames rendered valuable service in connection with the sale of War Savings Stamps, first as chairman of the county committee and later as a district superintendent. He was temporarily released from his duties on the faculty in order to enable him to do this larger work.

Although no student succumbed to the "flu" in that troubled year of the S.A.T.C., the disease did claim one of the ablest



CORPORAL SOOY

members of our faculty, Professor Stella L. Cole, head of the modern languages department. In teaching ability and scholarly qualities, Professor Cole had few equals and certainly no superior on the faculty during the years of my association with the College. In spite of the exacting standards always maintained in her classroom, she never failed to win the respect and even



PROFESSOR COLE

the affection of her students. In faculty meetings as well as in her classroom, Miss Cole was ever an undaunted champion of the highest standards of scholarship. She was a woman of independent judgment and on occasion could use effective sarcasm in driving an opponent to cover. I confess that she and I did not always agree on college policies, but I never wavered in my high regard for her, whether or not we happened to be travelling the same road. The absurd charge of disloyalty was brought

against her during the war. It was made so definitely and from such a source that the trustees felt obliged to have a conference with her on the subject. Well do I remember that conference which took place in my office one Sunday afternoon in the fall of 1918. A committee of three trustees, including the chairman of the board, were present. Whatever emotions may have stirred her heart, Professor Cole was cool and undaunted, as she answered question after question, and when it was all over and she had left the room, the committee unanimously agreed that, whatever indiscretions of utterance may have led to the charge, there could be no question of her real loyalty. She simply refused to be swept off her feet by that war hysteria which sought to abolish all German art, music and literature, and she re-

fused, as she explained to the committee, to think ill of German friends whose characters she had learned to respect and whose friendship had meant so much to her in her student days in Germany.

Sigma Pi observed the seventy-fifth anniversary of its founding by a special banquet in the commencement week of 1918, but the exigencies of the war interfered seriously with the plans for the celebration, making it impossible to secure a large attendance of alumni. The chief speaker of the occasion was Richard Yates, '80. Phi Alpha was more fortunate, for by the time of its seventy-fifth anniversary in June, 1920, the war was over, and alumni, as well as students, were able once more to give themselves unreservedly to the joys of college reunions. Among the well-known "old boys" who returned for the anniversary were the following: Carl E. Epler, '76; J. F. Downing, '79; William Gardner, '84; John C. Rice, '85; Thomas W. Smith, '87; Edward Capps, '87; George W. Govert, '95; Edward Clifford, '96; and Arthur F. Ewert, '04. The formal anniversary meeting was held in the afternoon in the college grove, followed by a banquet in the gymnasium in the evening. George M. McConnel, '52, versatile and loyal as ever, could not attend but sent verses for an "Opening Chorus" and a new Phi Alpha Hymn. Undoubtedly the most noteworthy event of the occasion was the historical address by William D. Wood, '72, on the subject, "A Successful Experiment in Applied Democracy," subsequently published in pamphlet form.

Whipple Academy, the preparatory department, was finally abolished in the spring of 1920. From the earliest years and almost continuously throughout its history, the College had maintained a preparatory department. Although, like the College of which it was an integral part, the preparatory school had struggled against serious financial handicaps, it had supplied for many years a real educational need in this part of the state. But with the development of the modern community high schools, the Academy came to the end of its days. The policy eventually adopted by the state in requiring school districts which did not maintain a high school to pay the tuition of their resident pupils who might wish to attend high schools

in other districts, practically made it impossible for the College to continue its preparatory department.

Richard O. Stoops, a very capable teacher and an efficient school administrator, had succeeded William Mather Lewis as principal in 1903, and under his direction the department attained a fair degree of prosperity. However, in spite of the strenuous efforts made by Mr. Stoops to secure students for the school, it proved very difficult to maintain the attendance. Under the energetic principalship of Carl E. Robinson (1910-1912), there was a slight increase, but in 1916-1917, when the trustees were finally convinced that the time had come seriously to consider the abolition of the department, the number of students had dropped to 46. Furthermore, most of us had become convinced that the only wise and proper policy of the institution was to devote itself exclusively to college work. The presence of a group of young preparatory students on the campus, and the effort of faculty members to teach both preparatory and college classes, made it difficult to maintain high ideals of college life and work. The best colleges of the Middle West had been gradually abandoning their preparatory departments and it seemed clear that we had already waited too long to take a similar step. Any obligation to preserve the memory of Dr. Samuel L. Whipple, a generous friend, was met by a resolution to maintain the building as "Whipple Hall" and any obligation to students who had entered the school in good faith to obtain its diploma was recognized by abolishing the department gradually, dropping a year at a time.²³

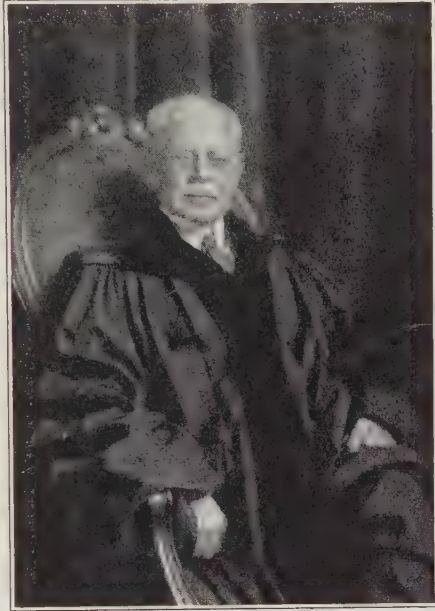
Early in October, 1922, our college community was shocked by the sudden death of its most beloved member, Dean Emeritus Frederick S. Hayden. In spite of very delicate health produced by heart trouble, Dr. Hayden could not resist the temptation to come to the campus to witness the closing half of the Illinois-Carthage football game. He stood on the side lines and as an exciting play near the very end of the game swept by him, the strain proved too great and he fell dead, almost instantaneously. He died, as he had lived, deeply interested in his students and the varied activities of their college life.

It is impossible for me to give adequate expression to my

²³ Min., Dec. 12, 1916; Dec. 11, 1917.

own esteem and affection for Dean Hayden. He was not an unusual dean in the sense of being an expert administrator with a passion for office routine and a persevering devotion to disciplinary duties. But if greatness in a college officer consists in the exercise of a wholesome and civilizing influence upon the lives of students, Mr. Hayden was, indeed, a successful dean. Young man that I was, I soon learned to lean heavily upon him for fatherly advice. There was no taint of sham or insincerity about Dean Hayden. His personality radiated warmth as well as culture. Although his advancing years hardened his arteries, they never hardened his spirit. Furthermore, to the end of his days, his eyes looked towards the future, no younger member of the faculty being more sympathetic with a new idea or more tolerant of a new custom. As the years sped on, the students recognized him more and more as a sympathetic, helpful friend.

My colleagues will bear testimony with me to his restraining influence in faculty meetings when the majority were bent upon imposing the full penalty upon some unhappy culprit. And yet when what he regarded as a principle was at stake, none could be firmer, and when students did things which offended his sense of honor or of decency, he was unsparing in his criticism. Ordinarily he was not a fighter, but when he fought, he struck straight from the shoulder. I would not be practicing the frankness and sincerity which I am describing in my colleague and friend, if I did not refer to the criticisms of Dr. Hayden which from time to time pressed themselves upon my attention. These



DEAN HAYDEN

related chiefly to his views on theology and his alleged carelessness in observing the "conventions" of religion. All that I can say about these things is that Dr. Hayden, being progressive in his theology and philosophy, naturally aroused antagonisms among his more orthodox brethren, which led some of them to bring the charge of heresy against both him and the College. It would be futile to enter into a discussion of these doctrinal questions and to attempt exactly to "classify" this teacher according to the brand of theology which he taught. Although I never listened to any of his classroom lectures on the Bible, I heard his occasional sermons and had intimate conversations with him on some of the great problems of life and philosophy. I am convinced that Dr. Hayden was not an extreme radical. He seems to me to have followed the method of the wise teacher, letting his students see that there were often two sides to a question and then asking them to make up their own minds. A paragraph in the *Rambler* written by a student probably affords us a glimpse of student opinion on the method and influence of his teaching: "Dr. Hayden's broadmindedness, his tolerance, his whole-souled interest in making life better, gave to his teaching in Philosophy and Biblical Literature that personal touch that enabled the men and women who sat in his classes to examine the foundations of religion and life in such a way that a strengthening of faith and ultimate values came as a natural consequence."²⁴

The following estimate, expressed recently to me in a letter from an alumnus who has accomplished much in both the pastorate and the field of Christian education, confirms the views of the student just quoted: "In my judgment Dr. Hayden was a liberal in his theology, but I would not class him as a Unitarian. He was certainly out of sympathy with the group in our day known as the Fundamentalists. He would belong to the group which is called Modernist, but he would not be among the radicals of that group. As I remember it, his views were in line with those presented today by such men as President Henry Sloane Coffin and Harry Fosdick of Union Theological Seminary. Dr. Hayden did not undermine the faith of the students. He helped them to think out for themselves a more

²⁴ *Rambler*, Oct. 25, 1922.

reasonable and a more abiding faith. He took the vital things of religion and made them live for modern-day men. Personally, I found Dr. Hayden very helpful. I was facing the difficulty of making my religious beliefs conform to the truth as presented in actual life. Dr. Hayden helped me to see that religion was real and was not out of harmony with life as it really is."



AFTER THE FIRE

In the summer of 1920 occurred a disastrous fire, which in the end, however, proved a "blessing in disguise." I had just returned late one August day from my summer vacation and as I happened to awake from my sleep about midnight, I heard a peculiar, crackling sound. I looked out of an east window and saw the campus lighted up with a great fire. The upper story of Sturtevant Hall was a mass of flames. I ran out expecting to see the fire engines already on the ground but not a person was in sight and I myself turned in the alarm. It looked as if Old Sturtevant were doomed and I urged the firemen to do what they could to save the beautiful tower. They worked manfully

and to good purpose. Fortunately there was little wind and when the slate roof fell in, it helped to protect the lower story. Although the second story was completely burned out, the flames did not eat their way very far towards the first floor. The solid construction of the old walls kept them standing and made it possible to restore the building without changing its exterior lines.

Most fortunately the college buildings had all recently been revalued in accordance with the increased cost of construction work and the amount of insurance carried on them had been approximately doubled. Otherwise our loss would have been great, indeed. The insurance adjustments eventually yielded nearly \$29,000 on both building and contents. In the plans for reconstruction advantage was taken of the situation greatly to improve the facilities for instruction in chemistry and biology. In fact, so far as it could be accomplished within the old walls, Sturtevant Hall now provides first-class equipment for instruction in these two sciences. Altogether, over \$50,000 was spent on the reconstruction and improvements.

The soaring prices of the war period created serious problems for the colleges and universities of the country. Endowments, which might have been adequate previously, were now proving absolutely insufficient to meet running expenses. The most crying need was additional income to enable colleges to pay their professors a living wage. While rents, food and every kind of service had doubled or nearly doubled in cost, the salaries of professors had remained practically stationary. It was a critical and pathetic situation for the professor and his family everywhere and it was evident that unless something were done in a large, constructive way to remedy the situation in the colleges of the country, there must, in a short time, be a serious deterioration in the service which these institutions were rendering. Men cannot long continue to work and serve a cause if they cannot maintain their families in decent comfort. The members of our own faculty felt the "pinch of the situation" no less than faculties elsewhere. At the outbreak of the European War the salary scale for full professors at Illinois College was only \$1,500. At the end of the war full professors were receiving \$1,600 with a bonus of \$200 for married men.

Obviously it was not enough to enable a family to meet bare living expenses. Something must be done.

After much discussion and an attempt to start a new endowment campaign while the war was still in progress, it was finally settled in 1919 that an effort should be made to secure a new fund of \$500,000, of which amount \$375,000 should be for endowment chiefly to increase salaries, and \$125,000 for a new library building.²⁵ The students and faculty themselves subscribed \$7,000 early in the campaign, and we entered upon the effort with confidence and enthusiasm. We hoped that aid might be forthcoming from the General Education Board. Some time previously Mr. John D. Rockefeller, impressed with the real crisis which advancing prices had created for institutions of higher learning, and showing that insight and generosity which have always characterized his giving, had placed \$50,000,000 at the disposal of the General Education Board, both principal and interest to be used for the increase of professors' salaries. We looked forward with earnest hope to the possibility of help from this fund and we were not disappointed, for in May, 1920, the cheering news came that the General Education Board had made a conditional subscription of \$125,000 towards the \$375,000 of new endowment which we were endeavoring to raise. Furthermore, in order that salaries might at once be increased, the board promised us, as it did other institutions, an immediate annual grant—in our case, \$6,250 for two years, subsequently extended for another year. In other words an income, figured at 5 per cent, was to become immediately available from the Rockefeller subscription. Success in the effort now seemed assured, although much work still remained to be done. Space does not permit a detailed account of this interesting campaign in which alumni and friends rallied to the support of the College as never before. At the commencement of June, 1922, we were able to announce the completion of the new endowment fund of \$375,000. Enough more had been subscribed to pay most of the cost of the improvements in Sturtevant Hall beyond the amount of the insurance. The fund for the proposed new library building, however, had to wait.

²⁵ Min., June 1, Nov. 10, 1919.



J. K. Scarborough

subscription was made in the campaign. This was a gift of \$50,000 from Mr. Henry F. Scarborough of Payson, Illinois, made to establish in memory of his father the Joel K. Scarborough Professorship of Biblical Literature. A subscription of \$21,000 was made by the Alumni Fund Association, and there were three subscriptions of \$10,000 each, from Morton D. Hull of Chicago, Mrs. VanSantvoord Merele-Smith of New York and Andrew Russel of our board of trustees. To mention these names does not mean, however, any lack of appreciation of the hundreds of smaller subscriptions, many of which represented real sacrifice and the heartiest loyalty. The class of 1891, with a subscription of \$15,045, led the classes, 1882 being second with a subscription of \$5,360. The total

A few additional facts and figures regarding this campaign ought to be made a matter of record. There were some 1,600 subscribers, of whom about one-half (830) were alumni and former students. It is evident, therefore, that in this effort, as in every other, we had to depend for success mainly upon comparatively small subscriptions from a large number of donors. In addition to the grant from the General Education Board, only one other really large

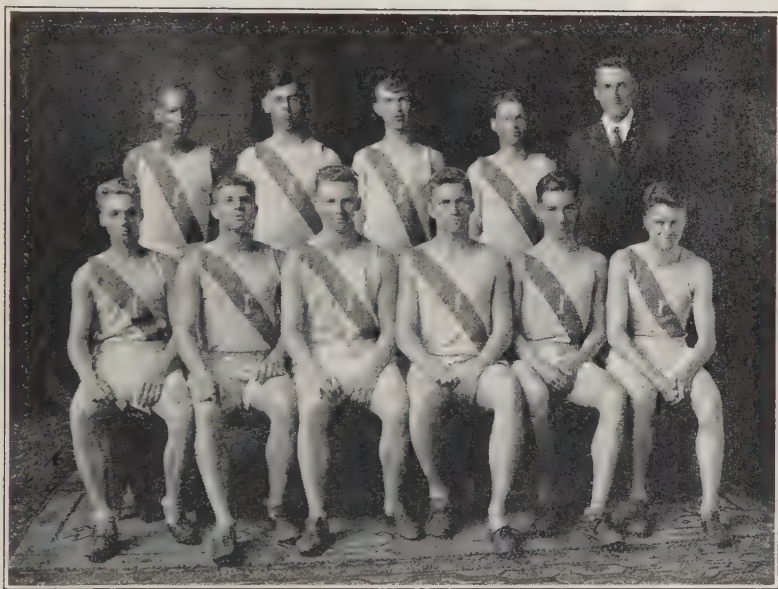


HENRY F. SCARBOROUGH

amount subscribed in the campaign was \$402,251. We were especially pleased to keep the expense of the campaign down to about \$12,000, only about 3 per cent of the amount raised.

It was also during these years that the Hiram K. Jones estate finally became available for the College. This amounted to about \$32,000 which, according to the terms of the will, was added to the general endowment fund. Furthermore, it was about this time that the death of Hobart W. Williams added the \$40,000 to our share of the Williams Scholarship Fund. Although, therefore, our hopes for a new library had not been realized, these substantial additions to the endowment funds and the constantly increasing number of students, created a spirit of confidence and optimism such as the College had not known for years.

The improved general condition of the College which began approximately in 1911-1912 was soon reflected in athletics.



CHAMPIONS OF 1914

Back Row: George Young, A. J. Urbain, E. P. Sooy, Royal Davis,
Coach W. T. Harmon.

Front Row: Lester Smith, H. D. Wilson, E. F. Alford, J. N. Frisbie,
F. G. Morrison, F. K. Stewart.



CHAMPIONS OF 1915

Back Row: H. E. Bale, R. W. Newberry, Merle Allen, A. J. Urbain,
J. M. Barnes, Coach W. T. Harmon, K. B. Hill.
Front Row: H. A. Smith, C. E. Land, R. D. Rendleman, H. D. Wilson,
J. N. Frisbie, H. C. Helmle, C. E. Campbell.



CHAMPIONS OF 1915

Back Row: Manager L. S. Smith, B. G. Whisler, V. J. Mellor, O. J. Thiebaud,
J. N. Frisbie, O. C. Zink, J. R. Reynolds, Coach W. T. Harmon.
Middle Row: William Russel, J. L. Mitchell, H. D. Wilson, F. K. Stewart,
E. F. Alford, Ray Wilson, H. C. Helmle.
Front Row: E. P. Sooy, J. A. Karch, Owen Jones, H. W. Pierce, T. D. Mangner.



CHAMPIONS OF 1918

Back Row: Coach R. E. Harmon, K. B. Hill, C. E. Land, B. G. Whisler,
J. H. Dunscomb, R. R. Wallace, H. M. Green, E. F. Langer.
Front Row: B. O. Cully, E. M. Wells, E. M. Tomlinson, R. V. Shoemaker,
P. H. Daigh, Bryan Underwood.

The faithful and consistent work of our director of athletics, W. T. Harmon, eventually began to bring results, especially with the football and track teams. When the advancing years brought a greater number of students to the campus, Coach Harmon proved himself ready effectively to use this material for his teams. Moreover, his quiet, hard work inspired confidence and rapidly won the enthusiastic support of students, alumni and friends. In the spring of 1914 the Illinois College track team won first place in the state meet of the "Little Nineteen Conference" and the next spring duplicated the performance, holding, that spring, eight of the fifteen intercollegiate records, "or more than all of the other colleges combined."²⁶

²⁶ The following figures represent the records for those two meets: 1914: Illinois, 29; William and Vashti, 24; Bradley, 23; Millikin, 23; Wesleyan, 12½; 1915: Illinois, 41; Bradley, 29; Millikin, 26; Wesleyan, 17; McKendree, 13; Macomb, 11, etc.



CHAMPIONS OF 1919

Back Row: Coach I. B. Potter, C. D. Mutch, J. R. Andrew, J. E. Crouch, Jasper Underwood, G. H. Iftner, J. T. Fierke, M. L. Mackay.
 Front Row: F. M. Thurmon, B. O. Cully, F. M. Farrell, E. M. Tomlinson, R. R. Wallace, Bryan Underwood, R. V. Shoemaker.



CHAMPIONS OF 1923

Back Row: Manager E. V. Nickel, R. I. Kimmel, Kenneth Pittman, Neil Walker, E. H. Mellon, L. A. Dale, G. O. Ebrey, Coach W. T. Harmon.
 Front Row: F. N. Johnston, C. A. Weber, Homer Dahman, Capt. J. R. Hatfield, H. P. Rogers, H. E. Struck, C. J. McBride, P. D. Schroeder.

Meanwhile the football team was also beginning to give a good account of itself. Several of the men who were winning laurels for their college on track and field were also attracting attention on the "gridiron." In the fall of 1915 Harmon's men won the conference championship in football, thus bringing two conference championships to the College within a few months.

What these athletic victories meant in promoting a spirit of pride and enthusiasm among the students needs hardly to be emphasized. To me, the most gratifying aspect of these athletic victories was the spirit of clean sportsmanship which characterized our teams. Three times subsequently, in 1918, 1919 and 1923, have our track teams won the championships in these conference meets. When the conference was enlarged in 1920 by again including Knox and Monmouth,²⁷ the competition for honors in all branches of sports naturally became much keener, but Illinois has nearly always managed to be a serious contender in the track meets. The only "disastrous season" was that of 1927 when the Illinois track team, depleted by the graduation of most of the "stars," had to be content with sixth place. Although the Col-



HAROLD L. CHEER

lege has not again since 1915 won the conference championship in football, its teams have always been "near the top" in the competition for honors in that sport. The team of 1916 was almost as strong as the championship eleven of the previous year, losing only one game. Among still more recent elevens perhaps those of 1919 and 1926 deserve special mention.

Our basketball teams for some reason have never attained the success which has characterized our competition in football and track. In 1919 we did manage to win first place in the second division of the conference tournament in that sport. The

²⁷ Knox and Monmouth had been members of the conference originally but had been "dropped" on account of complications caused by their membership in another conference.



THE BASKETBALL TEAM OF 1928

Back Row: Coach Fred F. Diwocky, Byron Smith, Chalmer Franzen, Herman Conrady, David Lander, Manager Fred Nieman.

Front Row: Lambert Bunch, Frank Miller, David Hinz, Raymond Goldsby, Floyd Newkirk, Robert Schuster, Harry Chickedantz.

teams of 1922, 1924 and 1925 were above the average, and if illness and poor scholastic work had not depleted the ranks of the teams of 1924 and 1925, they would have achieved much larger success. The team of 1928 was perhaps one of the strongest of recent years.

Baseball has had "hard sledding" at Illinois College as well as in most of the other colleges of the conference. The development of professional baseball has made it almost impossible to arouse much public interest or secure reasonable gate receipts in college baseball. The game was restored as a "major sport" at Illinois College in the spring of 1921. With Ira D. Fanning, '21, as pitcher and captain, the team of that year showed considerable strength, losing only two games, both to Normal University. The following spring, however, the sport was again dropped from our intercollegiate calendar, to be resumed in 1923. Without doubt the best baseball teams of recent years were those coached by Mr. Lewis A. Brockett, formerly a player on the New York Americans, the first professional baseball coach employed by the College.

One is glad to see tennis gradually developing as an inter-collegiate sport among the colleges of the Little Nineteen Conference. Although representatives of Illinois have not yet won any special distinction in this sport, interest and the quality of competition are steadily improving. Fortunately this is a sport in which the women may also participate. Hockey, begun in the fall of 1924, has proved an interesting sport for women at Illinois College, several exciting games having been played with the Illinois Woman's College. Harry R. Rubendall, '27, won the Little Nineteen championship in golf in 1924, George W. Govert, '25, winning it the following year, when also Rubendall and A. T. Capps, Jr., '27, were tied for second place.

In 1915 was held the first Illinois College Interscholastic Meet. It is true that high school athletic meets had been held on the campus in earlier years, and, furthermore, the annual meet of the Western Illinois High School League had been continued on our campus for many years, but this meet of 1915 was the first general invitation meet for high schools, officially under the auspices of Illinois College. It was another example of the progressive plans of Mr. Harmon and it proved an unqualified success, about forty high schools sending representatives. For several years these interscholastic meets continued to interest a large number of high schools and to attract large crowds of spectators, but high school track and field meets have now grown to such numbers that the public is apparently surfeited and so interest and crowds are declining. A reorganization of the plans of the public high schools themselves for their athletic competitions has resulted very recently in a discontinuance of our own interscholastic meets, one of the district competitions now being held on our campus.

In 1922 an "I Club" was organized at Illinois College, con-



IRA D. FANNING



THE BASEBALL TEAM OF 1928

Back Row: Coach Lewis Brockett, Don Beane, Robert Schuster, Benjamin Wright,
David Hinz, Doyel Wendell, Wayne Cusic, Merrill Thomas,
Manager Arthur Bergstrom.
Front Row: George Egeditch, Floyd Newkirk, Roy Carlson, Herman Conrady,
Alvan Taylor, Theodore Klatt, Lambert Bunch, Maurice O'Sullivan.



THE HOCKEY TEAM OF 1928

Back Row: Undine Scott, Rhoda Rammelkamp, Mary Katherine Sturdy,
Florence Galley, Sallie Carter, Florine Bergman, Mary Stein, Eleanor
Engle, Olive Bray, Elizabeth Breckenridge, Elizabeth Acom,
Mardelle Killam, Katherine Kamm.
Front Row: Sarah Wills, Helen Milburn, Ellana Eldred, Ada Galley, Coach
Louise DeGaris, Edrie Wells, Merna Wiley, Louise Schneider,
Marie Mosby, Vivian Dexter.



"RUBY"



"FRITZ"



"GOVERT"

sisting, as implied in the name, of all men, both present students and alumni, who have succeeded in winning the college emblem in their athletic competition. The first president of the club was R. I. Dunlap, '03; vice president, Edward Tomlinson, '20; secretary, John Mitchell, '17; treasurer, Elmer Lukeman, '19.²⁸ The object of the club is of course to promote the athletic interests of the College. If it will steadily seek this object in a broad-minded and constructive spirit, coöperating with the faculty in protecting the interests of scholarship as well as promoting athletic success, the club can accomplish much for the welfare of the College. The election of Coach Harmon in 1923 as president of the Little Nineteen Conference was a well-deserved recognition of his high standing among the athletic directors of the conference.

The growth of the College and the development of its program of physical education have made it evident that the old gymnasium, once the pride of students and alumni, and the athletic field on the campus, once declared "the best college field in the state," are now entirely inadequate for our needs. Fortunately Mr. Andrew Russel, chairman of our board of trustees, with that intelligent interest and generosity always characterizing him, has recently made a handsome gift of a new athletic field to the College. His gift, together with some purchases by the College itself, brings into our possession about twenty-five acres of land south of Mound Avenue, which, when properly developed, will provide an athletic field adequate not only for our intercollegiate games but also for a real program of physical education for all the students. The trustees, in recognition of the thoughtful generosity of its chairman and his wife, have decided to call the new field "Andrew Russel Field."

A wholesome interest in "dramatics" has developed among our students during the last fifteen years. For several years beginning in 1909, a very successful old English May Day was given on the campus and in 1912 the students presented, for the first time, a Shakespearean drama, *Twelfth Night*, at the local opera house. The unqualified success of the performance resulted in the organization of the Illinois College Dramatic

²⁸ *Rambler*, Apr. 26; May 13; June 2, 1922.



TWELFTH NIGHT, 1912

Back Row: A. L. Kingsley, Robbins Russel, Edith Engvall, Mabel Hess,
 Genevieve Clark, H. H. Caldwell, Director J. G. Ames.
 Middle Row: J. H. Capps, V. W. Jensen, J. M. Phillips, Marion Taylor,
 W. E. Hall, J. M. Widenham, Eleanor Capps, Forest Siefkin.
 Seated: Parker Noll, Merle Blacketter, Professor C. O. Harris,
 Martha Hayden, J. H. Zercher.



A MIDSUMMER NIGHT'S DREAM, 1921

Club, which has proved one of the most successful student clubs "on the Hill." A large measure of the credit for the achievements of this organization belongs undoubtedly to Professor Ames of the English department, who has worked indefatigably as its director. Among the more noteworthy performances of the club may be mentioned, perhaps, *Hamlet* (1915), *The Tempest* (1916), *Midsummer Night's Dream* (1921),



THE ELECTRA

and the *Knight of the Burning Pestle* (1924). Under the inspiration and direction of Dr. Rollin H. Tanner, who came to the College as Professor of Greek and Latin in the fall of 1912, considerable interest was developed in the ancient classical drama. With the coöperation of the instructors in the Illinois Woman's College and the local high school, Professor Tanner organized a Classical Club, under whose auspices English versions of the *Electra* and the *Antigone* of Sophocles were presented in 1914 and 1915 on an outdoor stage. In the summer of 1916 our students, on special invitation, presented *The Tempest*, the *Antigone* and the *Electra* at the Chautauqua Assembly in New York under the direction of Professor Tanner.

Among other student organizations which have sprung into existence in recent years, Osage should not be overlooked. This is a senior honorary society organized in the spring of 1921 on principles similar to those characterizing senior societies in other colleges and universities. Robur, an honorary alumni society organized in the early nineties, had ceased to function and therefore several of the men of the senior class of 1921, led especially by Worthington Adams and James M. Barnes, urged that a senior honorary society should be organized at Illinois College. These young men came to both Dean Hayden and myself for advice, and after conferring with one another, the dean and I decided that the movement deserved our encouragement. We urged, however, that little emphasis be placed on the element of "secrecy" in the practice and principles of the society. To avoid embarrassment at the beginning, all men of that year's senior class were invited to join, and all except one accepted the invitation. From the earliest years the rivalries of the literary societies have often degenerated into petty, factional controversies, detrimental to the welfare of student enterprises. If Osage, by bringing into one organization the leaders of the men's societies, secures coöperation for the general good of "student activities" and of the College, it will more than justify its existence.

When Illinois College became co-educational in the fall of 1903, little was done, it must be said, for the women, beyond admitting them to the classrooms and housing them in an old dormitory. It is true that a dean of women was appointed but for financial reasons the office soon had to be abolished. Almost nothing could be done to promote the general social life and happiness of the women. Many of the older alumni still cherished the hope that co-education might prove, after all, only a temporary experiment at Illinois College. It is not surprising, therefore, that, in the absence of any substantial gifts for the purpose, our women students have been obliged to wait rather long for facilities which should have been theirs from the beginning. I admire the patience with which they and their friends have waited and the quiet determination with which they have worked to secure more adequate recognition of their needs.

It has taken several years for the women's literary societies to establish themselves as important factors in student life and a still longer time to secure attractive and comfortable quarters. When the girls from the "Female Academy" came to the "Hill" they brought with them one of their literary societies—Philomathian. However, this transplanted society, for some reason, lived a precarious existence and in time "winked out." Although the breath of life could not be kept in Philomathian, there was real need for a women's society of some kind and it was not long before another organization was started. It was Gamma Delta, the oldest of the existing women's societies. Its original record book seems to be lost but fortunately there are "founders" who recall the beginnings of their society. Apparently Lillian Havenhill, '12, Adella Gruenewald, '11, and Frances Talmadge (Mrs. J. A. Bawden), '11, were among the "pioneers" in the new movement and probably, if all the facts were known, it would be found that Professor Stella Cole lent a strong hand to the enterprise. Some of those interested had been members of the old Academy society and it was at first suggested that the former name be retained, but as one of the girls remarked: "We had seen Philomathian die once or twice and we didn't want to help at another funeral and therefore refused." The plan of the girls was to have a society that would devote its literary programs not to the traditional orations, debates and declamations but to discussions of literature, book reviews and perhaps also to dramatic efforts. Although it was evidently hoped that social benefits would be reaped by the members, there was no thought whatever of establishing a sorority, according to the recollections of the first president. Another charter member confided to me that there were two distinct elements in the society—"a rather frivolous, care-free group like . . . and a very serious do or die group like. . . ." "The two elements," she writes further, "saved the day against each other and we were neither too serious nor too irresponsible." The society was organized in March, 1911, the first regular meeting being held on the last day of that month in the old Y.M.C.A. room on the north side of the second floor of Beecher Hall. The first officers, who apparently had been elected at a previous meeting, included the

following: President, Adella Gruenewald, '11; Vice President, Eleanor Capps (Mrs. Forest D. Siefkin), '12; Secretary, Lillian Havenhill, '12; Treasurer, Genevieve Clark (Mrs. Frank Johnson), '13; and Critic, Ruth E. Fairbank, '11.²⁹

Sigma Phi Epsilon, the second oldest society among the women, was organized in January, 1916. Miss Eunice T. Gray, head of Academy Hall that year, seems to have taken the initiative in urging the girls who had not been elected into Gamma Delta to organize a society of their own. The number of women in college had been gradually increasing during the five years since Gamma Delta had been founded and it was obvious that one women's society could no longer afford opportunity for membership to all the women students. Miss Gray conferred especially with Anne Pessel and Bernice Wheeler regarding the possibility of organizing another society and these three together worked out the general plan before others were called into conference. Gamma Delta gave the movement its sympathy and support, even promising that it would not "pledge" that year any freshman girls except those who were relatives of its own members. The first meeting was held on Saturday afternoon, Jan. 22, 1916, in the old library room on the first floor of Academy Hall, Bernice Wheeler acting as temporary chairman. Miss Gray and Miss Cole of the faculty were both present, the former apparently being responsible for the suggestion of a name for the new society—Sigma Phi Epsilon, standing according to the minutes for the motto "Knowledge, Love, Service." The circle in the pin of the society was suggested by the "round table" about which the girls met at their first meeting. One of the distinctive features of the new society was its decision to admit into membership girls from the Conservatory of Music as well as from the College. Miss Wheeler, '19, became the first President; Anne Pessel (Mrs. George H. Garrison), '19, Vice President; Dorothy Foster, '18, Secretary; and Rebecca Sheibel, Conservatory, Treasurer.³⁰

²⁹ Letters to the author from Adella Gruenewald, Eckley, Colo., May 2, 1928; Eleanor Capps Siefkin, Washington, D. C., Apr. 16, 1928; Ruth Fairbank, Baltimore, Md., May 31, 1928; *Rambler*, Mar. 31, Apr. 17, 1911.

³⁰ The early records of Sigma Phi Epsilon are at hand and were supplemented by letters from Anne Pessel Garrison, Ruth D. Turner and Dorothy Foster.

Four years later Agora, a third women's society, was organized. The special object of this society was to emphasize the importance of scholastic attainments, to follow more closely the literary programs of the men's societies, and to be frankly "democratic" in its membership. The organization of the society was, in fact, somewhat of a protest against the pretensions of the other two. The first meeting was held in a private house, the home of Miss Ann McCormick on Grove Street, her niece Hazel McCormick being one of the chief promoters of the idea of a third society. The first officially recorded meeting was held at the home of the late Miss Louise Robinson, '21, "on Sunday afternoon Feb., 1920," although the constitution must have been adopted at some previous meeting. Hazel McCormick (Mrs. J. L. Greene), '21, became the first President; Grace Marshall (Mrs. Leon D. Vogeley), '21, "President Pro Tem"; Mabel M. Ruyle, '22, Clerk; and Opal Marshall, '21, Treasurer.⁸¹

The competition among these three girls' societies for members soon became very keen and the results were not always conducive to the happiness of the girls or the best interests of the College. Some of the women on the faculty felt strongly that the situation would be greatly improved if girls were not taken into the societies until the end of their freshman year and if, instead, the girls of the freshman class had a society of their own to which every member of the class was eligible. The old societies, when the matter was presented to them, consented to the plan, which resulted in the organization of Alpha Eta Pi in the fall of 1921. The first officers of the society were: President, Carol Lander; Vice President, Marguerite Hyer; Secretary, Alice Carter; Treasurer, Alice Alexander.

It proved impossible for the College to provide adequate quarters for these societies and they were too young and weak financially to accomplish much themselves in the effort to secure halls. Gamma Delta, the oldest society, was fortunate for, in spite of strong opposition from one of the men's socie-

⁸¹ The original record book of this society is at hand but the minutes of the earliest conferences or meetings are not included. *Rambler*, Mar. 24, 1920; also letter to the author from Hazel McCormick Greene, Fort Stockton, Texas, Sept. 29, 1927.

ties, the college trustees gave these women the north room on the second floor of Beecher Hall. Sigma Phi Epsilon secured the very small room in the northeast corner of the first floor of Beecher and Agora had to remain content with what was little more than a good-sized closet on the first floor of Whipple Hall. The freshman society, Alpha Eta Pi, was given temporary shelter in one of the rooms at Academy Hall.

It was amidst such discouragements that the women and their friends on the faculty and in town went resolutely to work to secure more adequate accommodations. As early as 1913 when only one of the present societies had been organized, Professor Stella Cole made some stirring remarks at an annual commencement banquet of Gamma Delta, urging that the time had come when the women of the College ought to launch a movement for a Woman's Building on the campus. The suggestion was received with great enthusiasm by all present at the reunion and led, within a few months, to the organization of the Woman's Building Association. No large gifts were forthcoming but the women never lost courage or patience. By selling sandwiches and candy after chapel and securing subscriptions here and there among students, alumnae and friends, they began to accumulate a small fund. Mrs. Phoebe Randolph Hearst, when she heard of their heroic efforts, sent a little gift of \$500 through Mrs. Sherman Leavitt, the wife of the professor of chemistry. Some may have smiled at the effort of the girls to raise a hundred thousand dollars by selling sandwiches and candy but none could fail to admire their pluck and enthusiasm. The exigencies of the World War halted their efforts temporarily but they never allowed trustees or friends to forget the cause.

When in 1922 the beautiful piece of property near the southeast corner of the campus known as the David A. Smith House seemed likely to come upon the market, the directors of the Woman's Building Association decided that, instead of proceeding with the efforts to raise funds for a new building on the campus, they would try to purchase this property and use it to promote the social and religious life of the girls of the College. Their plan succeeded even better than they dared to hope. They took possession of this property in the fall of 1924

and funds were soon forthcoming which not only paid off a mortgage but provided a substantial endowment for its maintenance.

Each of the four women's societies now has a room of its own and the Young Women's Christian Association has the two large parlors on the east side of the house. Furthermore, the extensive lot south of the house has provided an excellent hockey field for the girls. In consideration of a gift from the



THE DAVID A. SMITH HOUSE

heirs of Mr. Smith, the building has been permanently named the David A. Smith House, and in recognition of gifts from other families, the Y.W.C.A. parlors have been made a memorial to Mrs. Helen McClure Kirby Dwight; the Gamma Delta room, a memorial to Stella Lenore Cole; the Sigma Phi Epsilon room, a memorial to Mrs. Mary E. Busey; the dining room, a memorial to Mrs. Rhoda Tomlin Capps; and the beautiful hallway, a memorial to a group of six women, all graduates of the Jacksonville Female Academy: Catherine Rogerson Bradley, Anna Graves DeMotte, Emily Gallaher Russel, Sarah Rogerson Russel, Elizabeth McClure Stryker and Marion Brown Tanner. The largest single gift, however, for the improvement and endowment of the property (\$15,000) was

made by a Springfield trustee and his wife who, with their usual modesty, insist that their names must be withheld. Careful plans for the improvement of the property are now being steadily carried out and the David A. Smith House is destined, I am sure, to be a great asset to the College and a wholesome, refining influence on the lives of its students.

But this is not all that has been accomplished in recent years for the women of Illinois College. Almost as these lines are being written, Mrs. Eloise Griffith Pitner announced her gift of beautiful "Fairview" to the College.³² This property, located a short distance west of the campus and originally the home of the first chairman of the board of trustees, Samuel D. Lockwood, is to be known as *Pitner Place* in affectionate remembrance of Mrs. Pitner's husband, the late Dr. Thomas J. Pitner, '62, for thirty-three years a devoted and efficient member of the board of trustees, and is to be used for the "care and education" of the women of the College. It is hoped that eventually there will be a quadrangle of buildings on the beautiful knoll at Pitner Place.

Two pleasing events make the Commencement of 1925 stand out in my recollections of the recent past. Former President Barnes returned to the campus that spring to deliver the commencement address. It was the first time he had come back since he gave up the presidency and his old friends rejoiced to welcome him. That year marked also the twenty-fifth anniversary of Professor Ames's service on the faculty of the College. His old students presented "Johnny," as they always affectionately call him, with a beautiful memorial volume containing



THOMAS J. PITNER

³² The gift is subject to a reasonable annuity.

several hundred intimate letters of appreciation and personal greeting. He could hardly keep back the tears as he accepted the gift at the alumni luncheon. It is a joy to record my own high regard for Professor Ames and the value of his service to Illinois College.

We were greatly shocked at the opening of college in the fall of 1926 by the sudden death of Dean George H. Scott. He suffered a slight stroke of paralysis just as he and I were about to enter the chapel auditorium to greet the freshmen. With that iron determination so characteristic of him, he faltered only a minute and then insisted upon coming to the platform to deliver his message. The next day he died. Dean Scott had served on the faculty for seven years. He was a man of almost unlimited capacity for work and a dean who was ever a most jealous guardian of the good name of the College in the educational world. He always stood fearlessly on the campus, as well as in the community, for what he thought was true and right.

The retirement of Professor Isabel S. Smith from the chair of biology on account of illness at the end of the year 1926-1927 took from our faculty one of its most efficient members. She had succeeded in making her department one of the strongest in the College, and the trustees, in recognition of her twenty-three years of loyal and valuable service, appointed her Professor Emeritus.

Within the last few years additional steps have been taken to keep Illinois College abreast with the forward movements for higher standards and greater efficiency. As students have increased and the College has consequently been obliged to limit attendance, higher standards for admission have naturally been applied and the faculty has insisted more emphatically than ever that only students who show a disposition to study should be allowed to remain on the campus. The establishment of the honor point system in 1922, requiring students to maintain a reasonable quality of work as well as to pass a minimum number of hours, has helped still further to improve the quality of our work. Phi Delta Sigma, an honorary scholarship society, organized about the same time, gives recognition and encouragement to students who are ambitious to succeed in their



WHEN HE ARRIVED



TWENTY-FIVE
YEARS LATER



DEAN SCOTT



PROFESSOR SMITH



OTHER PROFESSORS

R. H. Lacey, Willis DeRyke, H. D. Wolf, W. S. Leavenworth, R. O. Busey,
 Dean C. S. Chappellear, E. B. Miller, F. B. Oxtoby, J. P. Smith,
 Ruth Martin, Leonora L. Tomlinson, Mary L. Strong,
 G. W. Schneider, Nellie T. Raub.

studies. More recently still the faculty has introduced "Freshman Week" and "Honors Courses," the latter allowing greater freedom and independence of study to students who have demonstrated their ability and scholarly ambitions. With the increasing attendance and prosperity of recent years has also come some expansion of the faculty including a new professor of economics and social sciences, a dean of women and a full time instructor in physical training for women. Much still remains to be done but the College at least is moving forward with steady, if not with rapid, progress.

The story of the recent years might be lengthened still further. The abolition of the "Dorm Court" and of hazing deserves more than mere mention for these acts were really forward steps in the history of student life. I admire the common sense and wisdom shown by the students in joining with the faculty to meet these issues. If the pages of this book were unlimited, the picturesque "Tie and Collar Rebellion" and the plan of student-faculty coöperative government, which grew out of it, would also deserve more than a word. And I have said nothing of the Band and the Glee Club or of the *Rambler* of my own day, which has just finished its fiftieth year of creditable college journalism.

In looking back over the quarter of a century that has elapsed since the seventy-fifth anniversary of the College, I am impressed anew with the steady progress of those years. It took a few years to repair the leaky boat, which seemed at times even on the point of sinking. Occasionally caught in a calm, now and again buffeted by storms, she has not gone forward with great speed, but she has sailed sturdily on. Attendance in the College has more than quadrupled and the permanent endowment fund has grown from less than two hundred thousand dollars to well over a million dollars. Still more gratifying to me has been the steady maintenance of high ideals of scholarship during these years.

We are at the end of a century of creditable achievement. One hundred years may not be a long time in the history of higher education in some parts of the world, but in the Middle West, an institution which can claim a century of existence takes its place in the ranks of the oldest colleges. The Yale Band and



THE NEW LIBRARY AND ADMINISTRATION BUILDING

their successors have left us a great heritage—not, it is true, a college large in size but one with fine traditions, with high ideals of scholarship and of service.

We are not only at the end of an old century but we stand on the threshold of a new era. The future beckons us to still greater achievement in the cause of higher education and public service. As I write these last sentences, we are in the midst of another effort to enlarge and strengthen Illinois College. Ground has been broken for a new Library and Administration Building to be dedicated at the time of the Centennial Celebration. Still greater plans are in prospect. Illinois College must remain a college in the best sense—small enough to conserve the advantages of such an institution but thoroughly well equipped for its task. We see in the years ahead a college of not more than six hundred students. On the main campus will stand a new men's commons, a new science hall and a new chapel; across the street to the south, the new gymnasium will rise on the edge of Andrew Russel Field and to the west on Pitner Place will be the new quadrangle of residences for the women. God grant that in these plans for the future we may measure up to the example set by the noble men and women of the past, to their idealism and their willingness to sacrifice for a great cause.

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I

MANUSCRIPTS

ILLINOIS COLLEGE is fortunate in the preservation not only of its original records but also of hundreds of letters written by the founders, trustees and members of the original faculty. These letters, now preserved in the archives of the College, not only throw light on the history of the institution but help to explain the early development of education and religion throughout the pioneer state of Illinois. This manuscript material supplements in a most illuminating manner the official records of the trustees and of the faculty and has made it possible to put color and human interest into the early story of the College. Unless otherwise explained, it may be taken for granted that the records and letters cited in the footnotes are manuscripts in the archives of the College.

BALDWIN-STURTEVANT CORRESPONDENCE. Most numerous in quantity and also most valuable from the historical point of view are the letters which passed between Theron Baldwin and Julian M. Sturtevant. The men were intimate friends who were constantly exchanging views on both college affairs and important religious and educational questions of the day. Since Mr. Baldwin never resided in Jacksonville, the letters became numerous and extended from the founding of the College to the death of Mr. Baldwin in the East in 1870. Through the kindness of the families, these letters were placed in the possession of the College about fifteen years ago.

JONATHAN BALDWIN TURNER LETTERS. Through the kindness of the late Mrs. Mary Turner Carriel, the author was permitted to make full use of the letters and other manuscript material among the papers of her father, Professor Turner. For the history of the College, the most interesting and valuable of these letters are perhaps those which Professor Turner wrote to his sweetheart, Rhodolphia Kibbe, who resided in the East until he married her and then somewhat later in 1836 brought her to Jacksonville. Some of these letters as well as later correspondence are published in Mrs. Carriel's *Life of her father* mentioned elsewhere in this bibliography. Many of these papers are still in the possession of the family; others are at the University of Illinois and in the library of the Illinois State Historical Society.

MISCELLANEOUS LETTERS. Among the considerable number of other letters in the archives of the College may be mentioned more especially the correspondence of other members of the Yale Band such as John F. Brooks, Asa Turner and Mason Grosvenor, and of members of the early faculty like President Edward Beecher, Samuel Adams and Truman M. Post. There are not many of these letters in any single case, but together they supplement the Baldwin-Sturtevant Correspondence.

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APPENDIX

I

CHARTER OF ILLINOIS COLLEGE.

*In force,
Feb. 19, 1835.*

AN ACT to Incorporate the Colleges therein named.

*Alton College
of Illinois
incorporated.*

[Section 1. Incorporates "The Trustees of the Alton College of Illinois."]

*Illinois College
incorporated.*

Sec. 2. That Samuel D. Lockwood, William C. Posey, John P. Wilkinson, Theron Baldwin, John F. Brooks, Elisha Jenny, William Kirby, Asa Turner, John G. Bergen, John Tillson, jr., and Gideon Blackburn, and their successors, be, and they are hereby created a body corporate and politic, by the name of "The Trustees of Illinois College," and by that style and name to remain and have perpetual succession; the College shall remain permanently located in Morgan County; the number of trustees shall not exceed fifteen, exclusive of the president, principal, or presiding officer of the College, who shall, ex officio, be a member of the board of trustees; no other instructor shall be a member of the board of trustees. For the present, the aforesaid individuals shall constitute the board of trustees, who shall fill the remaining vacancies at their discretion.

*Number of
trustees.—
Amended by Reso-
lution filed with
Secretary of State,
June 10, 1896.*

*McKendreean
College in-
corporated.
Jonesborough
College in-
corporated.*

[Secs. 3 & 4. Constitute in like manner "The Trustees of McKendreean College" and "The Trustees of Jonesborough College," bodies corporate and politic, and name the Trustees.]

*Objects of the
foregoing in-
corporations.*

Sec. 5. The object of said corporations shall be the promotion of the general interests of education, and to qualify young men to engage in the several employments and professions of society, and to discharge honorably and usefully the various duties of life.

*Nature of cor-
porate powers.*

Sec. 6. The corporate powers hereby bestowed, shall be such only as are essential or useful in the attainment of said object, and such as are usually conferred on similar bodies corporate, viz.; To have perpetual succession, to make contracts, to sue and be sued, implead and be impleaded, to grant and receive by its corporate name, and to do all other acts as natural persons may; to accept, acquire, purchase, or sell property real, personal and mixed, in all lawful ways; to use, employ, manage, and dispose of all such property, and all money belonging to said corporation,

in such manner as shall seem to the trustees best adapted to promote the objects aforementioned; to have a common seal, and to alter or change the same; to make such by-laws for its regulation as are not inconsistent with the constitution and laws of the United States or of this State, and to confer on such persons as may be considered worthy, such academical or honorary degrees as are usually conferred by similar institutions.

*Duties and powers
of trustees.*

Sec. 7. The trustees of the respective corporations shall have authority, from time to time, to prescribe and regulate the course of studies to be pursued in said colleges, and in the preparatory departments attached thereto; to fix the rate of tuition, room rent and other college expenses, to appoint instructors and such other officers and agents as may be needed in managing the concerns of the institution, to define their powers, duties and employments, to fix their compensation, to displace and remove either of the instructors, officers or agents, as said trustees shall deem the interest of the said colleges shall require, to fill all vacancies among said instructors, officers and agents, to erect necessary buildings, to purchase books and chemical and philosophical apparatus, and other suitable means of instruction, to put in operation a system of manual labor, for the purpose of lessening the expense of education and promoting the health of the students; to make rules for the general management of the affairs of the college, and for the regulation of the conduct of the students, and to add, as the ability of the said corporation shall increase and the interest of the community shall require, additional departments for the study of any or all of the liberal professions; Provided, however, That nothing herein contained shall authorize the establishment of a theological department in either of said colleges.

*Amended by
Act Approved,
Feb. 26, 1841.*

*Trustee being
chosen presi-
dent, former
office vacated.*

Sec. 8. If any trustee shall be chosen president of the College, his former place as trustee shall be considered as vacant, and his place filled by the remaining trustees. The trustees, for the time being, shall have power to remove any trustee from his office of trustee for any dishonorable or criminal conduct: Provided, That no such removal shall take place without giving to such trustee notice of the charges exhibited against him, and an opportunity to defend himself before the board, nor unless that two-thirds of the whole number of trustees, for the time being, shall concur in such removal. The trustees, for the time being, in order to have perpetual succession, shall have power, as often as a trustee shall be removed from office, die, resign or remove out of the State, to appoint a resident of this State to fill the vacancy in the board of trustees occasioned by such removal from office, death, resignation or removal from the State. A majority of the trustees, for the time being, shall be a quorum to do business.

*Amended by Act
Approved,
April 2, 1875.*

*Amended by Act
Approved,
February 12, 1853.*

*College funds,
how applied.*

Sec. 9. The trustees shall faithfully apply all funds by them collected, or hereafter collected, according to their best judgment, in erecting suitable buildings, in supporting the necessary instructors, officers, and agents, in procuring books, maps, charts, globes, philosophical, chemical and other apparatus, necessary to aid in the promotion of sound learning in their respective institutions: Provided, That in case any donations, devise or bequest shall be made for particular purposes, accordant with the objects of the institution, and the trustees shall accept the same, every such donation, devise or bequest, shall be applied in conformity with the express condition of the donor or devisor: Provided, also, That lands donated or devised as aforesaid, shall be sold or disposed of as required by the twelfth section of this act.

Sec. 10. The treasurers of said colleges always, and all other agents, when required by the trustees, before entering upon the duties of their appointments, shall give bonds for the security of the corporation, in such penal sum and with such securities as the board of trustees shall approve; and all process against the said corporation, shall be by summons, and service of the same shall be by leaving an attested copy with the treasurer of the college, at least thirty days before the return day thereof.

*Open to all
denominations
of Christians.*

Sec. 11. The said colleges and their preparatory departments, shall be open to all denominations of Christians, and the profession of any particular religious faith shall not be required of those who become students; all persons, however, may be suspended or expelled from said institutions whose habits are idle or vicious, or whose moral character is bad.

*Amount of
real estate.*

Sec. 12. The lands, tenements and hereditaments, to be held in perpetuity, in virtue of this act, by either of said corporations, shall not exceed six hundred and forty acres; Provided, however, That if donations, grants, or devises in land shall, from time to time, be made to either of said corporations over and above said six hundred and forty acres, which may be held in perpetuity, as aforesaid, the same may be received and held by such corporation, for the period of three years from the date of every such donation, grant or devise; at the end of which time, if the said lands over and above the said six hundred and forty acres, shall not have been sold by the said corporation, then, and in that case, the said lands so donated, granted or devised, shall revert to the donor, grantor, or the heirs of the devisor of the same.

*Amended by Act
Approved,
Feb. 26, 1841.*

Approved, Feb. 9, 1835.

ILLINOIS COLLEGE

AMENDMENTS

I

*In force,
Feb. 26, 1841.*

AN ACT to amend an act to incorporate the Colleges therein named.

*Section 12
repealed.
Proviso to Sec. 7,
repealed.*

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly, That the twelfth section of the above entitled act is hereby repealed.

Section 2. That the proviso to the seventh section of said act, be, and the same is hereby repealed.

Section 3. Provided further, That the same privileges be extended to McDonough college, and all other incorporated colleges within this State that have the same restrictions in their charters.

Approved, February 26, 1841.

II

*In force,
Feb. 12, 1853.*

AN ACT to amend an act to incorporate the colleges therein named, passed February 19, 1835.

WHEREAS, the trustees of Illinois College have petitioned the General Assembly to amend the Act entitled, "An ACT to incorporate the Colleges therein named" so as to constitute the Governor and Secretary of State of this State, together with the Senator, who shall represent in the Senate of this State the district of which Morgan County shall constitute a part, shall ex officio be trustees of said College, and that hereafter seven trustees shall be a quorum to transact business.

*Governor, Secy.
of State, etc., to be
Ex-officio Trustees.*

Therefore: Section 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, That the Governor of the State of Illinois, the Secretary of State and the Senator who shall represent the district of which Morgan County shall constitute a part, shall ex officio be Trustees of said College, and that hereafter seven Trustees shall constitute a quorum to transact business.

Approved, February 12, 1853.

III

*In force,
July 1, 1875.*

AN ACT to enable non-residents of this state to hold the office of trustee in colleges, universities, and other institutions of learning not under the control of officers of this state.

Section 1. That in all colleges, universities and other institutions of learning in the state of Illinois not placed under the control of the officers of this state, whether organized under any general or special law, non-residents of

Amends Sec. 8.

this state shall be eligible to the office of trustee provided that in no case shall more than one-third of the members of the Board of Trustees of any such institution of learning be non-residents of this state.

Approved, April 2, 1875.

IV

State of Illinois }
Morgan County } SS

*Resolution filed
with Secretary of
State, June 10,
1896.*

BE IT REMEMBERED that at a regular annual meeting of the Trustees of Illinois College, held on the Twelfth day of June, A.D. 1895, at the Library of Illinois College, in the City of Jacksonville, in said county of Morgan and State of Illinois, a Preamble and Resolution for increasing the number of Trustees of Illinois College was unanimously adopted by the said Board of Trustees, which said Preamble and Resolution are in the words and figures following:

WHEREAS, It is believed that the efficiency of the College can be increased and its influence enlarged by an increase in the membership of its Board of Trustees, in accordance with the provisions of an act of the General Assembly of the State of Illinois entitled "An Act to provide for increasing the number of Trustees of colleges, seminaries, and academies, incorporated solely for educational purposes, and possessing no capital stock," therefore,

Amends Sec. 2.

RESOLVED, that hereafter Twenty-four (24) shall be the number of members of the Board of Trustees of Illinois College, exclusive of the President or Presiding Officer of the College, and that nine (9) be the number to be added to the membership of said Board of Trustees, as authorized by the Act of the General Assembly of the State of Illinois, incorporating "The Trustees of Illinois College," approved February 9th, 1835.

IN WITNESS WHEREOF, The Trustees of Illinois College have caused these presents to be signed by their President and countersigned by their Secretary and the corporate seal of said College to be hereto attached, this fifteenth day of June, A.D. 1895.

Trustees of Illinois College.

By: John E. Bradley, President.

(Seal)

Attest:

Edward P. Kirby, Secretary.

ILLINOIS COLLEGE

State of Illinois }
Morgan County } SS

I, John E. Bradley of said County and State, do solemnly swear that I was, on the Twelfth day of June, A.D. 1895, the President of Illinois College, and that the foregoing is a true and correct copy of a resolution adopted by the Trustees of Illinois College at their regular annual meeting, held in the City of Jacksonville, on Wednesday, the Twelfth day of June, A.D. 1895.

WITNESS, my hand and the seal of said College, this fifteenth day of June, A.D. 1895.

John E. Bradley.

(SEAL)

The foregoing affidavit was subscribed and sworn to by John E. Bradley, before me, a Notary Public, in and for said County and State, this 15th day of June, A.D. 1895.

A. L. DRAPER,

(SEAL)

Notary Public.

FILED JUNE 10, 1896

W. H. HINRICHSSEN,
SECY OF STATE.

II

IN the following lists, as throughout the book, the apostrophe (') is used for alumni and a dash (-) for former students.

ILLINOIS COLLEGE MEN IN THE MEXICAN WAR

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Ernst, Rudolph F.	-39	2d Lieutenant	6th U.S. Infantry
McConnell, John L.	-45	Captain	Co. —, 1st Ill. Vol.
Ross, Leonard F.	-45	1st Lieutenant	Co. K, 4th Ill. Inf.
Ross, Lewis W.	Prep	Captain	Co. K, 4th Ill. Inf.
Ross, Pike Clinton	Prep	Private	Co. K, 4th Ill. Inf.

III

ILLINOIS COLLEGE MEN IN THE CIVIL WAR

(a) *Union Army and Navy.*

ALTHOUGH the faculty was directed by the trustees in 1866 to prepare a complete list of the Illinois College men who served in the Civil War, that compilation apparently was never made and it seems impossible, at this late date, to prepare a complete and accurate list. However, the list presented below, which is based on the Honor Rolls published by Sigma Pi in 1867 and Phi Alpha in 1890, amplified and corrected by later investigations, is believed to be approximately correct. Suggestions relating to this list or the others will be thankfully received.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Adams, Edward Huntington	-64	Corporal 1st Lieutenant	Co. B, 10th Ill. Vol. Inf. 2d Ill. Inf.
Adams, Franklin	'60	1st Lieutenant Captain Lieut. Colonel (Brevet)	Killed at Jackson, Miss. Co. K, 33d Ill. Vol. Inf. Co. K, 33d Ill. Vol. Inf.
Adams, George	-66	Major (Brevet)	4th U.S. Colored Heavy Art.
Allen, Robert	-59	Captain Major	Co. I, 30th Ill. Inf. 30th Ill. Inf.
Allen, William Shotwell	-61	Sergeant Major	85th Ill. Inf.
Andrews, Chester	-58	2d Lieutenant Captain	Co. I, 47th Ill. Inf. Co. I, 47th Ill. Inf.
Atkinson, William Henry	'64	Private	Co. C, 145th Ill. Vol. Inf.
Ayers, William Banks	Prep	Corporal	Co. G, 71st Ill. Inf.
Bailey, George W.	'69	1st Lieutenant	Signal Corps
Baird, Franklin	-65	2d Lieutenant	

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Baker, Joseph Fairchild	-62		Frigate "Cumberland"
Ballard, John A.	'60	Captain	Co. C, 99th Ill. Vol. Inf.
Barger, Robt. Newton S.	-65	Musician	Co. I, 73d Ill. Inf.
Barnes, Nathan Hale	-66	Midshipman	Navy
Barr, Samuel Orr	-68	Private	Co. F, 133d Ill. Inf.
Beekman, John T.	-64	Quartermaster Sergeant	Co. F, 114th Ill. Vol. Inf.
Berry, Milton	'61	Sergeant	Co. D, 114th Ill. Vol. Inf.
Bibb, George R.	-62	Private	Co. B, 10th Ill. Inf.
		Corporal	Co. A, 68th Ill. Inf.
		Captain	Co. C, 145th Ill. Inf.
Blodgett, James H.	'53	2d Lieutenant	Co. E, 75th Ill. Inf.
		1st Lieutenant	Co. E, 75th Ill. Inf.
		Captain	Co. E, 75th Ill. Inf.
		Regimental Quartermaster	75th Ill. Inf.
Bristow, Frank Leslie	'66	Drum Major	Co. D, 101st Ill. Inf.
Broadwell, Chas. Edward	-68	Private	Co. C, 145th Ill. Inf.
Brown, Armstead Calvin	-61	Private	Co. B, 10th Ill. Inf.
		1st Lieutenant	Co. A, 10th Wis. Inf.
Brown, James Alexander	'64	Private	Co. A, 68th Ill. Inf.
		Sergeant	Co. C, 145th Ill. Inf.
		Sergeant Major	145th Ill. Inf.
Brown, John Gaddis	-62	Bugler and Adjutant	Co. A, 55th Ill. Inf.
Brown, Robert	-67	Recruit	Co. B, 10th Ill. Inf.
		Veteran	Co. B, 10th Ill. Inf.
		Sergeant	Co. B, 10th Ill. Inf.
		1st Lieutenant	Co. B, 10th Ill. Inf.
Bruce, Robert Cary, Jr.	Prep	2d Lieutenant	Co. D, 101st Ill. Inf.
Brush, Samuel Tasker	Prep	Private	Co. K, 18th Ill. Inf.
		Commissary Sergeant	Co. K, 18th Ill. Inf.
		Adjutant	18th Ill. Inf.
Callon, Wm. Pierce	'69	1st Lieutenant	Co. H, 4th Ill. Cav.
		1st Lieutenant	Co. H, 4th Consol. Ill. Cav.
		Battalion Adjutant	4th Consol. Ill. Cav.
Calloway, George	-67	Private	Commissary Dept. of "Pioneer Brigade," Army
			Cumberland
Campbell, Robert Alexander	-52	Captain	5th Mo. Vol. Inf.
		Major	49th Mo. Vol. Inf.
Capps, Caleb	Prep	Private	Co. A, 32d Ill. Inf.
Capps, John	-64	Private	Co. B, 10th Ill. Inf.
		Veteran	Co. B, 10th Ill. Inf.
Capps, William Edwin	'62	Corporal	Co. I, 68th Ill. Vol. Inf.
Carter, Adoniram	-67	Corporal	Co. G, 101st Ill. Inf.
Carter, Joseph Newton	'66	Private	Co. A, 70th Ill. Inf.
Cassell, Harrison Osborne	'61	Adjutant	101st Ill. Inf.
Cassell, Martin H.	'66	Corporal	Co. C, 145th Ill. Inf.
Chambers, Henry	Prep	Sergeant	54th Ill. Inf.
Chapin, Cornelius O.	Prep	Private	Co. B, 10th Ill. Vol. Inf.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Cherry, John Heber	-62	Private Lieutenant Private Quartermaster Sergeant Captain	Co. B, 6th Ohio Foot Vol. 20th Ohio 14th Ill. 122d Ill. Inf. Co. F, 55th U.S. Inf.
Clark, John Garven	'47	Quartermaster 1st Lieutenant Captain Provost-Marshal Colonel	5th Wis. Inf. 5th Wis. Inf. 5th Wis. Inf. 3d Wis. Dist. 50th Wis. Inf.
Collins, William H.	'50	Chaplain Chaplain	10th Ill. Inf. Co. D, 104th Ill. Inf.
Comer, Sylvester	-55	Surgeon	
Cook, John	-40	Colonel Brigadier General Major General (Brevet)	7th Ill. Vol. Inf.
Cook, William Washington	-69	Private	Co. F, 101st Ill. Inf.
Crabtree, James Washington	-67	Private	Co. F, 101st Ill. Inf.
Craig, John Rice	-63	Private Private	Co. B, 10th Ill. Inf. Co. K, 4th Consol. Ill. Inf.
Crampton, Rufus C.	Prof.	Captain Lieutenant Colonel	Co. C, 145th Ill. Inf. 145th Ill. Inf.
Crandall, Warren D.	Prep	1st Lieutenant Major Captain	Co. D, 59th Ill. Inf. 99th Ill. Inf. Mississippi Marine Brigade
Crawford, Levi Parsons	'48	Chaplain	105th Ill. Inf.
Culter, Wm. Henry	Prep	Private	
Curts, J. Frank	-67	Private	Co. C, 145th Ill. Inf.
Cutler, Wm. Alonzo	'64	Private	Co. C, 145th Ill. Inf.
Dayton, Ephraim	'59	Acting Asst. Surgeon	Navy
Decker, Charles Voss	-62	1st Lieutenant	Co. D, 123d Mounted Ill.
Dickinson, Ferdinand W.	'64	Private	Co. A, 145th Ill. Inf.
Dod, Albert Gould	-69	Private	2d Mo. State Mil. Cav.
Dod, John Maxwell	-69	Private	Co. L, 11th Mo. State Mil. Cav. Co. K, 2d Mo. State Mil. Cav.
Dodds, James William	-64	Sergeant	Co. B, 114th Ill. Inf. Killed in action
Doster, Frank	-71	Corporal	Co. M, 11th Ind. Cav.
Douglass, Truman Orville	-65	Corporal	Co. C, 145th Ill. Vol. Inf.
Draper, Daniel Marshall	'58	Brigadier General	9th Mo. State Militia Cav.
Dumars, William Henry	-64	Private	Co. G, 145th Penn. Vol. Inf.
Dunham, Cornelius Lansing	'55	Private Sergeant Major	Co. H, 93d Ill. Inf. 93d Ill. Inf.
Dunlap, George Alexander	-62	1st Lieutenant 1st Lieutenant	Co. B, 24th Ill. Inf. Co. B, 27th Ill. Inf.
Edgar, Charles Albert	Prep	Hospital Steward	32d Ill. Inf.
Edgar, William Boyce	Prep	Captain Aide-de-camp	On Staff of Quartermaster Gen. E. Anson More

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Edgar, William Henry	'60	Private	Co. K, 33d Ill. Inf.
		2d Lieutenant	Co. E, 32d Ill. Inf.
English, George Harrison	'57	Captain	Co. D, 32d Ill. Inf.
		Major	32d Ill. Inf.
		Lieutenant Colonel	32d Ill. Inf.
		Colonel	32d Ill. Inf.
English, William Lewis	'60	Sergeant	Co. E, 101st Ill. Inf.
		2d Lieutenant	Co. E, 101st Ill. Inf.
		1st Lieutenant	Co. E, 101st Ill. Inf.
Eno, Edward Best	'59	Principal Musician	10th Ill. Inf.
		Major	8th Mo. State Militia Cav.
Eno, Francis V. L.	'56	Captain	
Eno, Stephen Henry	-63	Private	Co. G, 10th Ill. Inf.
		Veteran	Co. G, 10th Ill. Inf.
		Captain	101st U.S. Col. Inf.
Estabrook, Henry N.	'59	Captain	Co. D, 7th Ill. Vol. Inf.
			Killed at Fort Donelson
Ethel, Charles Hugh	-69	1st Lieutenant	11th Mo. Vol. Inf.
		Captain	11th Mo. Vol. Inf.
Fagg, Thomas J. C.	'42	Colonel	5th Mo. State Militia
Finley, William Henry	'55	Surgeon	8th Iowa Cavalry
		Surgeon	12th Iowa Inf.
Fry, John Devore	'61	Private	Co. D, 101st Ill. Vol. Inf.
Gallaher, James Allen	-63	Private	Co. A, 68th Ill. Vol. Inf.
Gamble, Hamilton	Prep	Aide-de-camp	To his father, Governor Gamble of Missouri
		Colonel	On his father's staff
Garbutt, Frank Clarkson	-64	Corporal	Co. A, 68th Ill. Vol. Inf.
Garrison, Samuel F. C.	Prep	Chaplain	40th Iowa Inf.
Gibbs, William Henry	'57	Principal Musician	94th Ill. Vol. Inf.
Gillette, James Absalom	-69	Private	
Glenn, Charles Henry	Prep	Musician	Co. K, 28th Ill. Inf.
Glover, Albert D.	-62	Captain	3d Missouri Vol. Cavalry
Goodell, Frederick	-69	Private	Co. K, 33d Ill. Inf.
Green, William DeVore	Prep	Corporal	Co. B, 10th Ill. Inf.
		1st Lieutenant	Co. B, 10th Ill. Inf.
		Asst. Adjutant General	
Green, William Irwin	-63	Private	Co. B, 10th Ill. Inf.
Greenwood, Mabrey G.		Captain	Co. G, 34th Ill. Vol. Inf.
			Killed at Murfreesboro
Halbert, Robert Alexander	'61	Captain	Co. H, 117th Ill. Inf.
Hamilton, Eli Boies	'65	Corporal	Co. C, 145th Ill. Inf.
Hamilton, Elisha Bentley	'60	Quartermaster Sergeant	118th Ill. Inf.
		Brig. Gen. (Brevet, 1877)	
Hamilton, Geo. Washington	Prep	Private	Co. K, 2d Regt. Ill. Art.
Hamilton, John Dallas	-58	Private	Co. D, 16th Ill. Inf.
		Veteran	Co. D, 16th Ill. Inf.
		Sergeant Major	16th Ill. Inf.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Hamilton, Joseph Edward	-69	Private	Co. A, 68th Ill. Inf.
Harris, Lucius	Prep	Sergeant	Co. I, 38th Ill. Inf.
Harrison, Peter Lisle	Prep	Orderly	14th U.S. Inf.
Hart, Charles Langdon	-63	Surgeon Lieutenant	
Hawley, John B.	Prep	Captain	Co. H, 45th Ill. Inf.
Hayslip, Thomas Barzillai	Prep	Recruit	Co. I, 30th Ill. Inf.
Henry, John F.	Prep	Private	Co. F, 101st Ill. Inf.
Hickox, Volney	-55	Aide-de-camp	To Gen. Hunter
Hitchcock, Norman Smith	'62	Sergeant	Co. A, 114th Ill. Inf.
		1st Lieutenant	Co. H, 70th U.S. Col. Inf.
		1st Lieutenant	Co. H, 71st U.S. Col. Inf.
Hitt, Henry Washington	Prep	Captain	Co. B, 27th Ill. Inf.
Hurd, Thomas	-69	Corporal	Co. H, 129th Ill. Inf.
Hurlbert, Edward K.	-62	Private	
Iles, Simeon Walton	-67	Private	Co. A, 68th Ill. Inf.
		Private	Co. C, 145th Ill. Inf.
Irwin, James Lewis	-69	Private	Co. H, 137th Ill. Inf.
Jenney, Edward Winthrop	-70	Private	Co. A, 77th Ill. Vol. Inf.
Jones, William Williams	'59	Private Secretary	to Gen. McClelland
Keplinger, Hardin G.	'61	Private	Co. B, 10th Ill. Inf.
		Private	Co. A, 32d Ill. Inf.
		1st Lieutenant	Co. A, 32d Ill. Vol. Inf.
		Adjutant	122d Ill. Inf.
Keplinger, Lewis Walter	-64	Private	Co. A, 32d Ill. Vol. Inf.
		2d Lieutenant	Co. A, 32d Ill. Vol. Inf.
Kerr, Charles Deal	'57	Colonel	16th Ill. Inf.
King, David, Jr.	'65	Private	Co. B, 10th Ill. Inf.
		Sergeant	Co. A, 68th Ill. Inf.
		Captain	—, 32d Ill. Vol. Inf.
King, Thomas Clark	-58	Private	U.S. Vol.
King, William H. H.	-62	Surgeon	32d Ill. Vol. Inf.
Kinman, Newton	Prep		
Kirby, William Arthur	-62	Private	1st Missouri Cavalry
		Captain	6th Missouri Cavalry
Knox, William Augustus	'52	Asst. Surgeon	122d Ill. Inf.
		Surgeon	122d Ill. Inf.
Larimore, William H. H.	-64	Corporal	Co. E, 101st Ill. Inf.
		Sergeant	Co. E, 101st Ill. Inf.
Lathrop, John Kibbe	-63	Nurse	
Lewis, Barbour	'47	Captain	1st Missouri Vol. Cav.
		Major	1st Missouri Vol. Cav.
Lewis, Willis Franklin	-62	Corporal	Co. A, 20th Ill. Vol. Inf.
			Killed at Fort Donelson
Lippincott, Charles E.	'48	Colonel	33d Ill. Vol. Inf.
		Brigadier General (Brevet)	
Lippincott, Julian Post	'72	Private	Co. C, 145th Ill. Inf.
Littell, Stephen Brown	'61	Private	Co. B, 10th Ill. Inf.
Littlefield, Horace Robt.	Prep	Private	Co. G, 145th Ill. Inf.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Lurton, Jacob Perry	Prep	2d Lieutenant	Co. H, 97th Ill. Inf.
Lyman, John Storrs	-65	Private	Co. G, 101st Ill. Inf.
		Corporal	Co. G, 101st Ill. Inf.
		Sergeant	Co. G, 101st Ill. Inf.
Lyons, Henry M.	'45	Surgeon	24th Iowa Vol. Inf.
McClung, James S.	'63	Recruit	Co. E, 4th Ill. Cav.
		Hospital Steward	4th Ill. Cav.
McClung, John S.	'64	Private	Co. A, 68th Ill. Vol. Inf.
		Private	Co. E, 4th Ill. Vol. Cav.
McConnel, Edward	'59	Sergeant	Co. B, 10th Ill. Inf.
		1st Lieutenant	16th U.S. Inf.
		Captain	16th U.S. Inf.
		Major (Brevet)	16th U.S. Inf.
McConnel, George Murray	'52	Major	Paymaster in U.S. Army
McCormick, William Divin	'68	Private	Co. C, 145th Ill. Inf.
McFarland, George Clinton	Prep	Surgeon	
McLean, Kenneth			Killed at Pea Ridge
McMillan, James Thomas	-63	Private	68th Ill. Vol. Inf.
Mains, James	-69	Private	Co. K, 101st Ill. Inf.
Marsh, Arthur W.	-59		Killed in action
Marshall, James Thomas	Prep	Sergeant	1st Missouri Vol. Cav.
Massey, Henry Harrison	Prep	Corporal	Co. I, 101st Ill. Vol. Inf.
Masters, James Dinwiddie	'66	Private	Co. C, 145th Ill. Vol. Inf.
Masters, Wm. Thomas	'64	Private	Co. A, 68th Ill. Inf.
		Sergeant	Co. C, 145th Ill. Inf.
Mathews, Benjamin Cauby	-68	Private	Co. K, 101st Ill. Inf.
Mathews, Cyrus W., Jr.	Prep	Sergeant	1st Missouri Vol. Cav.
		1st Lieutenant	1st Missouri Vol. Cav.
Matthews, Asa C.	'58	Captain	Co. C, 99th Ill. Inf.
		Major	99th Ill. Inf.
		Lieutenant Colonel	99th Consol. Ill. Inf.
		Colonel (Brevet)	99th Consol. Ill. Inf.
May, Oscar George	Prep	Private	Co. B, 9th Ill. Cav.
Meek, Joseph Allen	'68	Private	40th Missouri Vol. Inf.
Meek, Stafford James	-69	Private	40th Missouri Vol. Inf.
Melton, John Wesley	-64	1st Lieutenant	Co. G, Miss. Regt.
		Regt. Adjutant	
Metcalf, Hiram Boyd	'65	Private	Co. C, 145th Ill. Vol. Inf.
Metcalf, John Hardin	-68	Private	Co. C, 145th Ill. Vol. Inf.
Montgomery, Nathaniel P.	-61	1st Lieutenant	Co. I, 103d Ill. Inf.
			Killed at Kenesaw Mt.
Moore, George W.	'56	2d Lieutenant	Co. G, 1st Missouri Vol.
Moore, Sylvester L.	Prep	Private	Co. G, 144th Ill. Inf.
		Captain	Co. K, 91st Ill. Inf.
		Major	101st Ill. Inf.
Moore, William Henry	Prep	Private	Co. G, 144th Ill. Inf.
Morris, George Lovel	Prep	Hospital Steward	50th Ill. Inf.
Morrison, John Gillham	'67	Sergeant Major	101st Ill. Vol. Inf.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Morrison, Thomas S.	-54	Private Hospital Steward	Co. K, 5th Ill. Cav. Co. K, 5th Ill. Cav.
Mosby, William Robert	-61	Sergeant	Co. E, 101st Ill. Inf.
Myers, William H.	-57	Private	Co. F, 101st Ill. Inf.
Newman, James B.	'62	Corporal Sergeant Major Adjutant	Co. B, 80th Ill. Inf. Co. B, 80th Ill. Inf. Co. B, 80th Ill. Inf.
Nichols, Samuel Warren	'63	Private	Co. E, 151st Ohio Inf.
Nottingham, James Smith	-68	Private	Co. I, 70th Ill. Inf.
Owen, Benjamin G.	-57	Private	
Owen, John Alexander	-64	Private	Co. B, 10th Ill. Inf.
Parker, Martin Van Buren	'64	2d Lieutenant	Co. A, 68th Ill. Vol. Inf.
Pelton, Charles	-67	Private	Co. A, 2d Consol. Ill. Cav.
Phelps, Alfred Chester	-69	Private 1st Lieutenant	Co. F, 130th Ill. Inf. 95th U.S. Col. Inf.
Pilcher, William Henry	-64	Private Sergeant	Co. A, 68th Ill. Inf. Co. C, 145th Ill. Inf.
Pitner, Thomas J.	'62	Corporal	Co. C, 145th Ill. Inf.
Post, Truman A.	-59	1st Lieutenant	Co. K, 40th Mo. Vol. Inf.
Potts, William Marshall	'57	1st Lieutenant	Co. A, 61st Ill. Inf.
Powell, John Wesley	-59	2d Lieutenant Captain Major	Co. H, 20th Ill. Inf. Battery F, 2d Ill. Lt. Art. 2d Ill. Light Art.
Price, William Brown	-56	Surgeon	4th Pennsylvania Cav.
Prince, Edward E.	'52	Captain Lieutenant Colonel Colonel	7th Ill. Cav. 7th Ill. Cav. 7th Ill. Cav.
Ralston, Virgil T.	-50	Captain	Co. A, 16th Ill. Inf.
Randolph, Valentine C.	-63	Private	Co. I, 39th Ill. Inf.
Reid, William Thomas	-64	Corporal	Co. A, 68th Ill. Inf.
Remann, Frederick	-72	Corporal	Co. E, 143d Ill. Inf.
Riddle, Francis Asbury	-66	Private 2d Lieutenant 1st Lieutenant	Co. B, 130th Ill. Inf. 25th Ill. Inf. 93d U.S. Col. Inf.
Rinaker, John Irving	-53	Colonel Brigadier General (Brevet)	122d Ill. Inf. U.S. Volunteers
Robbins, Daniel Ellsworth	Prep	Private	7th Ill. Cav.
Roberts, Clark	-38	Surgeon Major	101st Ill. Inf.
Rogers, William Henry	Prep	Private	Co. G, 14th Iowa Inf.
Rosebury, Matthew Glen	-58	Provost Marshal	Nodaway County, Mo.
Ross, Leonard F.	-45	Colonel Brigadier General	17th Ill. Inf.
Rutledge, William Newton	-64	Quartermaster Sergeant	145th Ill. Vol. Inf.
Sage, George Edward	Prep	Private	
Scarritt, Henry Mason	-64	1st Lieutenant	10th Ill. Inf.
Shaw, James A.	'57	Captain	Co. B, 10th Ill. Inf.
Shaw, Timothy	-64	Private	Co. B, 10th Ill. Inf. Killed at Fort Donelson

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Shippey, John A. B.	-71	Private	Co. K, 137th Ill. Inf.
Shirley, Henry Brown	-63	Corporal	Co. A, 68th Ill. Inf.
		Sergeant	Co. C, 145th Ill. Inf.
Sibert, George	-62		
Sinclair, Peter Akers	-64	Private	Co. I, 101st Ill. Inf.
		Commissary Sergeant	101st Ill. Inf.
Smith, George Selden	-56	Surgeon	101st Ill. Inf.
Smith, George W.	-61	Private	Co. A, 68th Ill. Inf.
		Captain	Co. B, 133d Ill. Inf.
Smith, George Washington	-67	Private	152d Ill. Inf.
Smith, Thomas Wm.	'52	2d Lieutenant	Co. B, 10th Ill. Inf.
		1st Lieutenant	Co. B, 10th Ill. Inf.
		Captain	Co. B, 10th Ill. Inf.
Spears, William E.	-65	Private	Co. F, 114th Ill. Inf.
		Corporal	Co. F, 114th Ill. Inf.
Stevenson, Henry Staley	-68	Private	Co. C, 145th Ill. Inf.
Stevenson, Robert Elliott	-60	Private	Co. B, 10th Ill. Inf.
		Asst. Surgeon, 1st Lieut.	73d Ill. Vol. Inf.
Stipp, Geo. Washington	Prep	Commissary Sergeant	103d Ill. Inf.
Stone, Orrin Medberry	-66	Private	Co. A, 68th Ill. Inf.
Strawn, Gates	Prep	Private	84th Ohio Vol. Inf.
Strawn, William	'48	Captain	Co. F, 104th Ill. Vol. Inf.
		Colonel (Brevet)	
Symonds, Edwin Kendall	'57	Quartermaster Sergeant	119th Ill. Inf.
Symonds, William Albert	-67	Private	Co. K, 146th Ill. Inf.
Taylor, Edward Payson	-63	Private	Co. B, 101st Ill. Inf.
Terry, James Mumper	-66	Private	Co. B, 10th Ill. Inf.
Thompson, David Wallace	'62	Private	Co. B, 10th Ill. Inf.
Tillson, John	-46	Captain	Co. A, 10th Ill. Inf.
		Major	10th Ill. Inf.
		Colonel	10th Ill. Inf.
		Brigadier General (Brevet)	
Tindall, Daniel Webster	'59	Asst. Surgeon	7th U.S. Field Art.
Turner, Charles Arthur	'65	Private	Co. A, 68th Ill. Inf.
		Sergeant	Co. C, 145th Ill. Inf.
Tuthill, Richard Stanley	Prep	Private	Co. H, 51st Ill. Inf.
Vail, Edward Potter	-71	Musician	Co. F, 18th Reorganized Ill.
Van Eaton, Flavel Hunt	'55	Surgeon	8th Missouri Vol. Cav.
Vaughan, James Robert	-69	Private	6th Missouri Vol. Cav.
Vertrees, John Eaton	Prep	Corporal	Co. D, 133d Ill. Inf.
Vittum, George Brown	-63	Sergeant	Co. E, 132d Ill. Inf.
Warner, Benjamin Franklin	-53	Corporal	Co. C, 115th Ill. Inf.
Washburn, Seth Emery	-69	Private	Co. H, 143d Ill. Inf.
		Brigade Orderly	126th Mo. Inf.
Welch, George	-59	2d Lieutenant	Co. F, 146th Ill. Inf.
West, Fielding Webster	-64	Private	Co. K, 17th Ill. Inf.
			Killed at Fort Donelson
Wetherbee, William Bostwick	-67	Corporal	Co. C, 145th Ill. Inf.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Whipple, Nathaniel Livingston	'61	Acting Asst. Surgeon	U.S. Army Contract Surgeon, St. Louis, Mo.
Whiting, George Burr	'51	Deputy Provost Marshal	
Wilcox, J. L.	Prep	Surgeon	11th Ill. Cav.
Wiley, Edmund R.	-55	Adjutant	62d Ill. Inf.
		Major	2d Tenn. Vol. Inf.
		Lieutenant Colonel	
		Colonel	88th U.S. Col. Heavy Art.
Willard, Samuel	'43	Surgeon Major	97th Ill. Vol. Inf.
Winfield, Morris	-66	Private	Co. A, 68th Ill. Inf.
Wolcott, Richmond	-63	Private	Co. B, 10th Ill. Inf.
		Hospital Steward	Co. B, 10th Ill. Inf.
		Sergeant	Co. B, 10th Ill. Inf.
		1st Lieutenant	Co. F, 10th Ill. Inf.
Wood, John Henry	'58	Colonel	137th Ill. Vol. Inf.
Wright, Alexander M.	Prep	Private	Co. H, 32d Ill. Inf.
		2d Lieutenant	Co. H, 32d Ill. Inf.
		Captain	Co. H, 32d Ill. Inf.
Yates, Henry	-57	Captain	106th Ill. Inf.
		Lieutenant Colonel	106th Ill. Inf.
		Colonel	106th Ill. Inf.
		Brigadier General (Brevet)	106th Ill. Inf.
Yates, John	-59	Private	Co. A, 32d Ill. Inf.
		Veteran	Co. A, 32d Ill. Inf.
Zoll, Carithers	Prep	2d Lieutenant	Co. D, 151st Ill. Inf.
		1st Lieutenant	Co. D, 151st Ill. Inf.

(b) *Confederate Army and Navy.*

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Bristow, Edmund Hockaday	'59	Private	Co. C, 5th Texas Regt., Hood's Brigade
Cockrell, F. Grundy	-68	Private	
Craig, Lemuel D.	Prep	Private	Stuart's Battalion, Lt. Art.
Duval, Miffin D.	-68	Private	
English, George A.	'61	Private	Under Loring's command, also Early's
Frazier, James W.	-49	Surgeon	
Greene, Alexander Hamilton	-63	Private	
Greene, Gilbert Eddy	-62	Corp. and Gunner	Stuart's Battalion, Lt. Art.
Hitt, Robert	Prep	Colonel	
Hughes, William E.	-60	Colonel	16th Confederate Cavalry
Miller, Joseph H.	-60	Captain	Co. A, 11th La. Regt.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Van Eaton, Henry S.	'48	Captain Acting Commissary of Subsistence	

IV

ILLINOIS COLLEGE MEN IN THE SPANISH-AMERICAN WAR

THIS list does not include men who entered college for the first time after the war.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Unit</i>
Adams, Elisha Brown	W.A.	Private	Troop D, 1st Ill. Cav.
Bryan, William Jennings	'81	Colonel	3d Neb. Vol. Inf.
Buckthorpe, Robert R.	W.A.	Private	Troop D, 1st Ill. Cav.
Campbell, Pearl W.	-00	Corporal	Co. I, 5th Ill. Vol. Inf.
Capps, Percy G.	'99	Sergeant	Co. I, 5th Ill. Vol. Inf.
Carriel, Howard T.	'99	Private	Co. I, 5th Ill. Vol. Inf.
Carter, John Gordon	'97	Private	Troop D, 1st Ill. Cav.
Cohenour, Ira Scott	W.A.	Private	Co. I, 5th Ill. Vol. Inf.
Cohenour, Vincent J.	'98	Private	Co. I, 5th Ill. Vol. Inf.
Cole, Charles E.	'00	Private	Co. I, 5th Ill. Vol. Inf.
Doane, William Ezra	'98	Corporal	Co. I, 5th Ill. Vol. Inf.
Dobyns, John Stewart	'98	Corporal	Co. I, 5th Ill. Vol. Inf.
Duer, John S.	-94	Private	Co. I, 5th Ill. Vol. Inf.
Epler, Jacob Crum	-93	Major and Surgeon	4th Tenn. Vol. Inf.
Finney, Francis T.	-01	Quartermaster Sergeant	Co. I, 5th Ill. Vol. Inf.
Greenleaf, Malcolm Edward	W.A.	Corporal	Co. K, 21st Kans. Vol. Inf.
Hinrichsen, Edward E.	-98	Sergeant	Co. I, 5th Ill. Vol. Inf.
Hockenhull, Robert M.	-99	Private	Troop D, 1st Ill. Cav.
Jess, Robert Emmett	W.A.	Private	Troop D, 1st Ill. Cav.
Kirby, Clement Rufus	'92	Corporal	Co. I, 5th Ill. Vol. Inf.
Kreider, Edmund C.	-97	Private	Co. I, 5th Ill. Vol. Inf.
Kreider, William J.	W.A.	Ensign	Navy
McFarland, Charles H.	-78	Private	Co. H, 4th Mo. Vol.
Milligan, Laurance Edward	'97	Private	Co. I, 5th Ill. Vol. Inf.
Moore, William Walter	'98	Private	Co. I, 5th Ill. Vol. Inf.
Owen, LeRoy Percy	W.A.	Private	Co. I, 5th Ill. Vol. Inf.
Rogerson, William Lang	W.A.	Private	Co. I, 5th Ill. Vol. Inf.
Sharpe, George	W.A.	Private	Troop D, 1st Ill. Cav.
Smith, Alexander	W.A.	Private	3d Mo. Inf.
Stout, Harry M.	W.A.	Wagoner	Co. I, 5th Ill. Vol. Inf.
Unger, Claude	'00	Corporal	Co. I, 5th Ill. Vol. Inf.
Van Winkle, Bert	W.A.	Sergeant	Co. I, 5th Ill. Vol. Inf.
Woods, Clarence Hamilton	W.A.	Corporal	Co. I, 5th Ill. Vol. Inf.

V

ILLINOIS COLLEGE MEN AND WOMEN IN THE WORLD WAR

IT seemed entirely impossible to secure complete and reliable information regarding the activities of Illinois College men and women in the civilian activities, such as Red Cross, Y.M.C.A., Knights of Columbus, Liberty Loan, United War Drives, etc., and, therefore, this list is confined to service in the military forces. Where information regarding rank, branch of service, etc., is omitted, the information was not at hand. This list does not include individuals who entered Illinois College for the first time after the War. Corrections or other suggestions will be thankfully received.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
Adams, Albyn Worthington	'21	Private Corporal	Field Artillery Field Artillery
Ainsworth, Walter W.	-12	Sergeant	Machine Gun
Akers, J. Wilson	'20	Private Corporal	Field Artillery Field Artillery
Alexander, Edward	'16	Ensign Lieutenant	Navy Navy
Alford, Ernest Fletcher	'16		Field Artillery
Allen, Merle F.	W.A.	Private	Air Service
Ames, J. G., III		Midshipman	Navy
Andrews, Charles Donald	-21		Navy
Apple, Clay R.	'17	Private 2d Lieutenant 1st Lieutenant	 Marine Corps Marine Corps
Asbell, Glen Dale	-18	Sergeant	Field Artillery
Ayers, Wilfred Smith	-05	Private Sergeant	Ordnance Ordnance
Baker, Ralph	'19	Musician	Field Artillery
Bale, Homer,	'17	Private Corporal	Machine Gun Machine Gun
		Sergeant	Machine Gun
Bancroft, McGregor	-13	Private Sergeant	Infantry Infantry
Banks, Mayo Lester	W.A.	Private Sergeant Sergeant	Quartermaster Corps Quartermaster Corps Medical Corps
Barnes, James M.	'21	Corporal	Marine Corps
Bartlett, Willard	'92	Major	Medical Corps
Battershell, Chester C.	W.A.	Private 1st Lieutenant Adjutant	American Field Service American Field Service American Field Service
Bavington, Albert Franklin	W.A.	Private	Machine Gun
Bedale, Joseph H.	-18	Gunner's Mate	Navy
Bell, Clarence R.	-03	Lieutenant Colonel	Medical Corps
Berry, Ray M.	'17	2d Lieutenant	Engineer Corps
Berryman, William A.	'17	Sergeant	Marine Corps
Black, Carl E., Jr.	'16		Medical R.O.T.C.

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
Blacketter, Merle	W.A.	Corporal	Marine Corps
Blum, Fred J.	-18	Sergeant	Air Service
Bond, Arthur P.	W.A.		
Bracewell, Ray H.	'15	Sergeant 2d Lieutenant	Quartermaster Corps Quartermaster Corps
Bradbury, Carl	-21		Signal Corps
Bray, Fred W.	'20	Sergeant	Medical Corps
Brewer, P. Ernest S.	'15		Quartermaster Corps
Brim, Robert Loraine	-21	Seaman	Navy
Bronson, Russell	-23	Sergeant	Infantry
Brown, Edward Warfield	-19	Private	Field Artillery
Brown, Harlow W.	-17	Private	Ordnance
Brown, Lloyd W.	-14	Private Sergeant 2d Lieutenant	Ordnance Ordnance Ordnance
Brown, Raymond J.	-19	Private Corporal	Cavalry Cavalry
Bullard, Edward McD.	'16	Sergeant 2d Lieutenant	Ordnance Ordnance
Butcher, Robert A.	-17	Private	Marine Corps
Butler, Franklin M.	-16	Sergeant 1st Lieutenant	Engineer Corps Engineer Corps
Butler, Oren Victor	-19		Field Artillery
Cahn, Reuben D.	-16	1st Lieutenant	Quartermaster Corps
Caldwell, Henry H.	'17	Private	Infantry (Canadian)
Campbell, Carlos E.	-18	Private Corporal Sergeant	Medical Corps Medical Corps Medical Corps
Capps, James Gallaher, Jr.	-19	2d Lieutenant	Field Artillery
Capps, Joseph A.	'91	Lieutenant Colonel	Medical Corps
Capps, Robert M.	'17	Sergeant 2d Lieutenant	Ordnance Ordnance
Carriel, Frederick C.	-01	Private	Field Artillery
Carriel, Howard T.	'99	Captain	Medical Corps
Carter, Helen	-12	Nurse	Army Nursing Corps
Carter, Roy Rudy	-09		Engineer Corps
Case, Warren	'09	Private Sergeant Sergeant Major	Infantry Infantry Infantry
Chamberlain, Joseph P.	-18		Infantry Cavalry (Band) Field Artillery
Chipchase, Clarence M.	-19	Ensign	Navy
Claus, John W.	-21	Private	Field Artillery
Clemmons, Edwin R.	'19	Private	Ordnance
Clifford, Edward J.	'96	Lieutenant Colonel	Quartermaster Corps
Clowes, Leo C.	'12	Private Corporal	Chemical Warfare Service Chemical Warfare Service
Colton, John Herbert	'11	Sergeant	Infantry

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
Colton, J. Chester	W.A.	Private	Musician Field Artillery
Corrington, John W.	-21	Private	Air Service
Corrington, Porter	-21		Air Service
Cox, Arthur	'26	Corporal	Quartermaster Corps
Craig, Dickey W.	'92	1st Lieutenant	Medical Corps
Crain, Hersey N.	-17		Engineer Corps
Crawford, Lee Roy	W.A.	Private	Field Artillery
Crispin, Egerton	'02	Lieutenant Commander	Medical Corps Naval Reserves
Cromwell, Vincent S.	W.A.	Nurse	Army Nursing Corps
Cunningham, Clarence E.	W.A.	Sergeant	Medical Corps
Curren, John W.	-21		Air Service
Daigh, Percy Harrison	-20	2d class Seaman	Navy
Daniels, Fred W.	'16	Sergeant	Ordnance
Darragh, Paul	'16		Infantry Quartermaster Corps
Davis, Floyd	'17	Private	
Davis, Ralph W.	'12	Private Corporal Sergeant	Infantry Infantry Infantry
Davis, T. Royal	'17	Private Corporal 2d Lieutenant 1st Lieutenant	Coast Artillery Coast Artillery Coast Artillery Coast Artillery
Dean, John Russell	'17	2d Lieutenant	Field Artillery
Decker, Edgar A.	-20	Private	Marine Corps
DeLess, John R.	-17	Sergeant 2d Lieutenant	Field Artillery Field Artillery
Dews, William S.	W.A.		
Dining, Beecher	-18	2d Lieutenant	Air Service
Dowdall, William T.	W.A.	Captain	Medical Corps
Dugger, Gaylen	'14	Private	Field Artillery
Dugger, Wendell	-18	Private Private Private	Field Artillery Medical Corps Motor Transport
Dunscomb, Joseph Harmon	-20		Navy
Eckard, Elmer Moses	-96	Captain	Medical Corps
Edel, Leslie A. D.	-17	Sergeant Major	Coast Artillery
Elliott, James Clay	'16	Private	Engineer Corps
Ellison, Leroy E.	'21	Private	Medical Corps
Empson, Roy G.	'08	1st Lieutenant	Medical Corps
Ennis, Bryan Keene	-19	2d class Seaman	Navy
Epler, Earl N.	-13	2d Lieutenant	Air Service
Ewert, Arthur F.	'04	1st Lieutenant	Chaplain
Fanning, Ira D.	'21		Infantry
Fay, William Augustus	-11	Private 2d Lieutenant	Ordnance Ordnance

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
Fell, Egbert W.	'99	Captain Major	Medical Corps Medical Corps
Ferreira, Chester	W.A.		
Ferreira, Leon	W.A.		Navy
Fiedler, William	W.A.	Private	Infantry
Finrock, Ernest Lester	W.A.		Motor Transport
Fischer, Harrison	W.A.	Private	Field Artillery
		Corporal	Field Artillery
		Sergeant	Field Artillery
Floreth, William H.	-20	Private	S.A.T.C.
Folsom, Arland	W.A.	Corporal	Air Service
Foster, Thomas Scurr	-02	Private	S.A.T.C.
		Sergeant	S.A.T.C.
Frazer, Bernard J.	'23	Sergeant Major	Field Artillery
Freund, Otto Henry	-13	Private	Infantry
		Sergeant	Infantry
Frisbie, Julian N.	-17	Private	Marine Corps
		Corporal	Marine Corps
		Sergeant	Marine Corps
Gary, Rex Inglis	-16	Private	Infantry
		Sergeant	Infantry
		2d Lieutenant	Infantry
		1st Lieutenant	Infantry
Gaylord, Elmer J.	-19	2d Lieutenant	Air Service
George, William Owsley	-14	Private	Engineer Corps
		Corporal	Engineer Corps
Giberson, Lester Dale	'22	Private	Medical Corps
Gibson, Charles Rannells	-11	Private	Infantry
		Private	Field Artillery
Gibson, Stanley	W.A.		Medical Corps
Goveia, Clarence	-19		Infantry
Goveia, Uriel Daniel	-20		S.A.T.C.
Graff, Byron	-09	Private	Ordnance
		Sergeant	Ordnance
		2d Lieutenant	Ordnance
		1st Lieutenant	Ordnance
Graham, Lloyd Ady	-19	Private	Engineer Corps
Green, Hugh P.	'09	Private	Infantry
Greenleaf, Aaron	W.A.		Infantry
Greenleaf, Frank M.	W.A.	Private	Field Artillery
Griswold, Harry H.	-97		Infantry
Grove, Claude A.	W.A.		Infantry
Gummersheimer, Irwin J.	'16	Private	Field Artillery
Gurney, Richard H.	W.A.		Air Service
Haines, Charles	W.A.		Navy
Hale, Thomas Kinhead	-17	1st Lieutenant	Infantry
Hallam, Curtis Warren	W.A.	Captain	Medical Corps
Harmon, Earl A.	'15	Private	Infantry

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
Harmon, William Thomas	'07	Captain	Infantry
Harpole, Hugh S.	-18	Private	Medical Corps
		Corporal	Medical Corps
		Sergeant	Medical Corps
		2d Lieutenant	Sanitary Corps
Hatfield, William Durrell	'14	2d Lieutenant	Sanitary Corps
Hayden, Thomas Gold	-17	Private	Field Artillery
		Sergeant	Field Artillery
		Sergeant Major	Field Artillery
Helmle, Herman C.	-18		
Hill, Karl	'18	Ensign	Navy
Hinman, Arthur	-13		Ordnance
Hinton, Henry D.	'19	Sergeant	Chemical Warfare Service
Hopper, Turner H.	W.A.	2d class Quartermaster	Naval Aviation Service
Houston, John F.	-19	Ensign	Navy
Hubble, Brownlee	-18	Private	Infantry
		Sergeant	Infantry
		2d Lieutenant	Infantry
Humphrey, Harold	'17		Ordnance
Hunziger, Jacob F.	-16	Private	Machine Gun
		2d Lieutenant	Machine Gun
Huxel, Charles Joseph	-19	Private	Infantry
		Sergeant Major	Infantry
Jaccard, William Nile	-15		
Jackson, Josiah Merle	-18	Pharmacist's Mate	Navy
Johnston, Edward	-15	Sergeant	Machine Gun
Jones, Owen H.	W.A.		
Karch, John A.	'16	Private	Air Service
		Cadet	Air Service
Karr, Herbert Eldon	'22		Marine Corps
Kaylor, Alvah H.	-16	Private	Medical Corps
Kennedy, Philip J.	'07	Private	Engineer Corps
		Corporal	Chemical Warfare Service
Keplinger, J. Miller	-16	Private	Field Artillery
		Corporal	Field Artillery
		Sergeant	Field Artillery
King, Allen M.	-00	Captain	Medical Corps
Kingsley, Arthur L.	'12	Seaman	Navy
Kirby, Clement R.	'92	Captain	Ordnance
Kirkpatrick, John E.	-20	Private	S.A.T.C.
Kitner, William W.	'17	Private	Engineer Corps
		Sergeant	Engineer Corps
Knoepfel, John A.	'11	1st Lieutenant	Engineer Corps
Korsmeyer, Edward	W.A.	Lieutenant	
Laird, Melvin Robert	'01	1st Lieutenant	Chaplain
Land, Clyde Err	'19	Private	Motor Transport
Lane, John	W.A.	Corporal	Marine Corps
Laning, Levin Dirickson	-97	Captain	Signal Corps

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
LaRue, Perry	-18	Private	Infantry
Lashmet, Floyd H.	-20	Sergeant	Medical Corps
Leach, Mac Edward	-16	1st Lieutenant	Medical Corps
Lee, John	'19	Private	Infantry
		2d Lieutenant	Infantry
Lenington, George Chamberlain	'92	1st Lieutenant	Chaplain
Leurig, Paul Murray	'18	Private	Infantry
		2d Lieutenant	Infantry
Linder, Roscoe G.	'13	Private	Motor Transport
		Sergeant	Motor Transport
Linkins, Ralph	'11	Sergeant	Ammunition Train
Looney, Joseph W.	-17	Private	Infantry
Lueders, Wesley	W.A.		Field Artillery
Lukeman, Carl Leo	-17	Private	Medical Corps
		2d Lieutenant	Medical Corps
		1st Lieutenant	Medical Corps
Lukeman, Elmer	'19	Sergeant	Marine Corps
Mangner, Thomas	'16	Private	Motor Supply Train
McDavid, James B.	-17		Marine Corps
McDonald, Marshall P.	-06	Captain	
McElroy, William Edgar	-19	2d class Seaman	Navy
		Coxswain	Navy
McKinney, Frank Stewart	'07	1st Lieutenant	Medical Corps
McLaughlin, Harry W.	'17	2d Lieutenant	Cavalry
McMillan, Lawrence C.	-16		Engineer Corps
McNeill, Charles L.	W.A.		
Mau, Raymond	W.A.		Infantry
Martin, John R.	'20	Sergeant	Signal Corps
Maxey, Hugh S.	-17	Private	Medical Corps
Mellor, Victor James	-19	Private	Coast Artillery
		Corporal	Coast Artillery
Mendonsa, Arthur Abner	-17	Private	Engineer Corps
		Corporal	Quartermaster Corps
		2d Lieutenant	Quartermaster Corps
Merrill, Clyde	-14		
Merrill, Frank James	-19	Private	Infantry
		Corporal	Infantry
		Sergeant	Infantry
Mills, Epler C.	W.A.	2d Lieutenant	Infantry
Mitchell, John Leslie	'17	Private	Medical Corps
		Corporal	Medical Corps
		Private	Ammunition Train
		Corporal	Ammunition Train
		Sergeant	Ammunition Train
Moffett, William Thomas	W.A.	1st Lieutenant	Medical Corps
Montgomery, Charles Albin	-13	Private	Field Artillery
Morris, Leland A.	-12	Private	Tank Corps
		Sergeant	Tank Corps
Morrison, Frank Griffith	W.A.	Private	Medical Corps
Mullenix, John C.	-13	Captain	Field Artillery
		Major	Cavalry

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
Nebold, Forest C.	-15	Private	Infantry
		Corporal	Infantry
Nelson, Kent Stewart	-98	Colonel	Medical Corps
Nesmith, Robert W.	'19	Private	Signal Corps
Newell, Ralph Andrew	'18	Private	Infantry
Nixon, Warren C.	-05	Lieutenant	Navy
		Lieutenant Commander	Navy
Norbury, Frank Garm	'12	1st Lieutenant	Medical Corps
Ochsner, Erwin Charles	-20	Private	Infantry
Olinger, Elgin	-19	2d Lieutenant	
Orr, Charles L.	-95	1st Lieutenant	Medical Corps
Osborne, Marcy Woods	'08	3d class Yeoman	Navy
		2d class Yeoman	Navy
Owen, L. Percy	W.A.	Captain	Infantry
Padgett, Frank A.	-92	Lieutenant	Air Service
Paschall, William Homer	-18	Corporal	Machine Gun
Paterson, William, Jr.	-96		
Perbix, Harold	-18	Quartermaster	Navy
Peters, William	W.A.		Cavalry
Pierce, Harry B.	'18	Private	Marine Corps
Pierce, H. Warren	'17	Private	Marine Corps
		Corporal	Marine Corps
Pinkerton, William Russell	'23	Private	Cavalry
		Musician	Field Artillery
Pond, Harry V.	W.A.	Private	Cavalry
		Corporal	Field Artillery
Potter, Irvin B.	'11	2d class Seaman	Navy
Pride, Howard D.	-20	Private	Machine Gun
Ragan, Raye L.	-20	Corporal	Infantry
Ransom, Clarence	W.A.	Private	Field Artillery
Rantz, Francis Roger	-17	Sergeant	Field Artillery
Reagel, Fred V.	'17	Private	Medical Corps
		Corporal	Signal Corps
		Corporal	Chemical Warfare Service
		Sergeant	Chemical Warfare Service
		2d Lieutenant	Chemical Warfare Service
Rendleman, Russel D.	-18	Engineer, 1st Class	Navy
Reynolds, James I.	-18		Engineer Corps
Reynolds, James Richard	-19	1st Sergeant	Infantry
Rhea, Cleo J. J.	-14	2d class Seaman	Navy
Riefler, Raymond	-20	2d Lieutenant	Marine Corps
Ross, Harvey Lee	W.A.	Lieutenant	Medical Corps
Ross, Samuel Howard	'13	2d Lieutenant	Infantry
Rowe, Richard Yates	-09	3d class Quartermaster	Navy
		Ensign	Navy
Russel, Robbins	'14		Sanitary Corps
Russel, Stuart	-16	Captain	Motor Transport
Russel, William	'17	Private	Infantry
Russell, Charles Bradley	'99	1st Lieutenant	Medical Corps
Sanford, Herbert Brooks	-06	2d class Seaman	Navy
		Ensign	Navy

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
Sebree, Guy O.	-12	Private Corporal Sergeant 2d Lieutenant	Infantry Infantry Infantry Infantry
Shafer, Earl William	'16	Private	Medical Corps
Shaw, Robert Voorhees	'24	Private Corporal	Infantry Infantry
Sieffkin, Forest DeWitt	'12	Private Sergeant 2d Lieutenant Reg. Adjutant	Ordnance Ordnance Ordnance Ordnance
Sinclair, Ray	W.A.		Air Service
Smith, Allan Clinton	'19	Private	S.A.T.C.
Smith, Edwin	-19		Navy
Smith, Henry A.	'21	Private Corporal	Quartermaster Corps Quartermaster Corps
Smith, J. Fairbank	'16	2d Lieutenant 1st Lieutenant	Infantry Infantry
Smith, Lester V.	W.A.	Cadet	Air Service
Sooy, Earl Proctor	-19	Corporal	Engineer Corps
Sorrells, Basil	W.A.	Sergeant	Motor Transport
Spink, Paul	W.A.	Corporal	Infantry
Spruit, Charles B.	'08	Captain	Medical Corps
Spruit, Waldo M.	-14		Medical Corps
Stacy, George	-01	Lieutenant	Medical Corps
Stainforth, Alva	W.A.	Private	Medical Corps
Staley, George Verne	-18	Private Sergeant	Infantry Infantry
Stansfield, Archie Kingsley	W.A.	Private	Infantry
Stead, Samuel Wayne	-19	Private	Marine Corps
Stephenson, Earl Ward	'21	Private	Engineer Corps
Stewart, Fred	-16	2d Lieutenant	Infantry
Stotlar, Henry C.	'14	Private Corporal Sergeant	Chemical Warfare Service Chemical Warfare Service Chemical Warfare Service
Strain, Robert M.	W.A.	Corporal	
Strickler, Glen	-20	Ensign	Navy
Stubblefield, Montgomery L.	W.A.	Private Corporal Sergeant	Field Artillery Field Artillery Field Artillery
Swain, Albert R.	'12	Private Corporal Sergeant	Ordnance Ordnance Ordnance
Swain, Harold Eugene	'19	2d class Seaman	Navy
Swain, Horace Raymond	'19	2d class Seaman	Navy
Swain, John Dimmitt	-12	Private 2d Lieutenant	Air Service Air Service
Thiebaud, Oscar J.	W.A.		Ammunition Train
Towne, Paul Davis	-18	Private	Engineer Corps

<i>Name</i>	<i>College Class</i>	<i>Rank</i>	<i>Branch of Service</i>
Turl, George F.	-13		
Underwood, Carl S.	'11	Private	Engineer Corps
		Corporal	Engineer Corps
		Sergeant	Engineer Corps
Underwood, J. Bryan	'19	Private	
Urbain, Arthur Julius	-17	2d Lieutenant	Coast Artillery
Van Dyke, Harold	-21		
Virgin, Dorothy	-08	Reconstruction Aide	Medical Corps
Walker, William Wells	-19	Private	Coast Artillery
Wall, Harold F.	W.A.	Private	Air Service
		Sergeant	Air Service
Wallace, Raymond	'19	Private	Infantry
		2d Lieutenant	Infantry
Wankel, Charles Audley	-17	Private	Infantry
		Corporal	Infantry
Waters, Edward Everett	-12	Private	Field Artillery
		Sergeant	Field Artillery
Watkins, Paul F.	'18	Private	Infantry
Watson, Ben Burton	-12	Private	Infantry
		Corporal	Infantry
		Sergeant	Infantry
Weber, Elzie Lee	'09	Private	Infantry
Wherley, Homer	-17	Private	Medical Corps
		Corporal	Medical Corps
Whisler, Everett Earl	'20	Sergeant	Aux. Remount Dept.
Widenham, John M.	'13	2d Lieutenant	Air Service
Willard, Robert I.	W.A.	Private	Air Service
Williams, Fred L.	-18		Air Service
Williamson, Harlan Aretus	-18	Private	Air Service
		2d Lieutenant	Air Service
Wilson, C. Richard	'11		Engineer Corps
Wilson, Hansel Dwight	'17	Private	Marine Corps
		2d Lieutenant	Marine Corps
		1st Lieutenant	Marine Corps
Wilson, Raymond H.	W.A.	Private	Marine Corps
		Corporal	Marine Corps
		2d Lieutenant	Marine Corps
Wiseheart, Malcolm Boyd	W.A.	Private	Signal Corps
		Sergeant	Signal Corps
Wood, Harry Gardner	-13	1st Lieutenant	Engineer Corps
		Captain	Engineer Corps
Woodley, Ralph	-20		Navy
Woods, Clarence H.	W.A.	1st Lieutenant	Infantry
		1st Lieutenant	Machine Gun
		Adjutant	Machine Gun
Worthington, Morrison	'15	Private	Air Service
Wright, Allen Thurman	-15	Sergeant Major	Infantry
Young, George R.	-17	Private	Infantry
Young, Guy R.	'09		
Young, Leonard	W.A.		Air Service

Illinois College S.A.T.C.

Alsup, John Everett	-22	German, Harry Albert	-22
Anderson, Roland Lee	-22	Hagan, Arthur Dallas	-20
Andrew, John Ramsey	'21	Harney, Paul Denham	-22
Antrobus, Edward Dean	-22	Hart, James A.	-22
Badger, John Morgan	'21	Harvey, George Woodall	'22
Bayless, Chalmers Daniel	-22	Hatfield, James Robert	'23
Best, Henry Lambert	'20	Hobson, Edwin Richard Yates	'22
Blansett, Paul Laverne	-22	Hovey, Alfred D.	-22
Brace, Lee William	-22	Huson, Ralph W.	-22
Brickey, Paris Manaford	-22	Iftner, George Henry	-22
Burrus, Harold Vernon	-22	James, DeLos Noel	-22
Calhoun, William Boulware	'22	Jayne, Andrew Carstens	-22
Capps, Charles Merrick	'20	John, Clarence William	-22
Carpenter, Byron Gray	-21	Johnson, Karl George	-22
Carter, Lloyd Aubrey	-22	Johnston, Alvin Reed	-22
Conlee, Ralph Alvy	-22	Joy, Charles Higgins	-22
Connolly, Leo Andrew	-22	Kennedy, Charles Burke	-22
Conroy, Glenn	-22	Kennedy, George H.	-22
Coover, James Verans	-20	Keys, Ross Holmes	-22
Cosner, Alfred Thomas	-22	Knox, Thomas Paul	-22
Craddick, Frank	-22	Krumm, Carl Frederick	-22
Crouch, Joel E.	'20	Lakin, Frank Leroy	-22
Crumbaugh, Fred Lewis	-22	Lidgard, Harry Mayo	-22
Cully, Byron Oliver	'22	Liehr, Lawrence Allen	-22
Cully, Claude Homer	-22	Liter, Billy Floyd	-22
DeViney, James Victor	-22	Lommatsch, Ralph Theodore	-22
Dodsworth, Jesse Willard	-22	Long, Elvin Ennis	-22
Dolbow, Harold Kenneth	'22	Looman, James Kenneth	-22
Douglas, Jesse H.	-22	Martin, Cecil Willard	'25
Drennan, George Leland	'21	Martin, Lester Eugene	-22
Duncan, Russell Truman	-21	Mayer, Fred Walton	-22
Dunham, Bunn Armstead	-22	McKean, George Smith	-22
Dunlap, Harold Pyatt	-21	Mendenhall, Andrew James	'20
Earl, Harold Otho	-22	Miller, William Joseph	-21
Eddingfield, Forrest Frederick	-22	Mohn, Paul Leonard	-22
Elliott, Joseph Andrews	-22	Mutch, Carl Dewey	-21
Elliott, Taylor B.	-22	Neece, Roy H.	-22
Everett, John A.	-22	Norton, Lyndle Reed	-22
Ferguson, Harold Ray	-22	Peters, Spencer Mack	'22
Fiedling, M. William	'22	Potter, Leonard B.	-22
Fierke, John Thomas	'22	Pyatt, Edwin Hulett	-22
Fizzell, John Joseph	-22	Pyatt, Julian Dudley	-22
Foster, Charles Adna Lawrence	-22	Reeves, John Vail	-22
Fox, Loy Lee	-21	Rogers, Wilbur B.	-21
Franklin, Gilbert Wesley	-22	Ross, Charles Thomas Boyce	-22
Galaway, Elmo Olney	-22	Scott, Paul Bowen	-22
Gard, Sanford Wayne	'21	Sheppard, Victor Herbert	'22
Garvey, Neil Ford	-22	Shoemaker, Robert Voorhees	'20

Short, Paul Fletcher	-22	Turner, Fred Albert	-22
Skinner, Virgil Jacques	-22	Underwood, David Jasper, Jr.	'20
Staley, Powell	-22	Waggoner, Lyndle King	-22
Stilwell, Carlos Allen	-22	Waters, Carl Holmes	-22
Strawn, John Bascom	'23	Wells, Charles Emil	'20
Talkington, Charles Benjamin	-22	Whisler, Bryce Gerald	'19
Theis, Edward Herman	'22	Wilson, John Gaul	-21
Tholen, Roy D.	-22	Wilson, John Riley	'22
Thomason, James Lane	'21	Winters, Hugh Lozelle	-22
Thompson, Homer Vernon	'21	Worthington, Bryan William	-22
Thurmon, Francis M.	'22	Yaeger, Lewis Dozier	-22

VI

STATISTICS OF ATTENDANCE, 1834-1928

FIGURES have been taken from the catalogues except since 1904-1905 in which years they have been taken from the President's reports. Where no figures are given, it is almost invariably because the catalogue was not available.

<i>Year</i>	<i>College</i>	<i>Preparatory</i>		<i>Total</i>
1833-34	16	66		82
1834-35	26	67		93
1836-37	42	22		64
1837-38	39			39
1839-40	35			35
1840-41	35	22		57
1841-42	52	18	<i>Medical</i>	70
1842-43	54	13	<i>College</i>	67
1843-44	46	19	14	79
1844-45	54	10	19	83
1846-47	50	22	39	111
1847-48	39	20	30	89
1848-49	52	25		77
1849-50	44	39		83
1850-51	47	42		89
1851-52	45	26		71
1852-53	48	34		82
1853-54	68	30		98
1854-55	70	22		92
1855-56	83	27		110
1856-57	79	15		94
1857-58	77	41		118
1858-59	88	72		160
1859-60	79	53		132
1860-61	93	26		119
1862-63	45	29		74
1863-64	73	25		98
*1864-65		119		119
1865-66		148		148
1866-67		100	<i>Business</i>	100
1867-68		54	<i>College</i>	54
1869-70	40	115	103	258
1870-71	55	149	163	367
1871-72	62	131	151	344
1872-73	56	123	142	321
1873-74	48	74	205	327
1874-75	44	69	180	293
1875-76	60	78	221	359
1876-77	75	80	241	396
1877-78	89	47	210	346

* From 1864-68 no clear distinction was made in the catalogues between college and preparatory students.

<i>Year</i>	<i>College</i>	<i>Preparatory</i>				<i>Total</i>
1878-79	87	30				117
1879-80	78	24				102
1880-81	74	25				99
1881-82	64	32				96
1882-83	86	94				180
1883-84	73	98				171
1884-85	67	92				159
1885-86	68	113				181
1886-87	61	145				206
1887-88	69	114				183
1888-89	66	102				168
1889-90	54	112				166
1890-91	55	118				173
1891-92	53	126				179
1892-93	48	127				175
1893-94	64	99				163
1894-95	89	125				214
1895-96	93	108				201
1896-97	92	115				207
1897-98	119	116				235
1898-99	113	126				239
1899-00	100	79				179
1900-01	78					78
1901-02	65	40	<i>Conservatory</i>	<i>Art</i>		105
1902-03	68	53	102	3		226
1903-04	105	70	53	9		237
1904-05	100	79	65			244
1905-06	112	74	131	10		327
1906-07	101	91	137	14		343
1907-08	92	94	159	14		359
1908-09	103	71	120			294
1909-10	114	60	124			298
1910-11	102	67	151			320
1911-12	62	86	150			298
1912-13	98	79	227	8		412
1913-14	131	60	189	11	<i>Expression</i>	391
1914-15	146	54	175	4	1	380
1915-16	173	51	197			421
1916-17	191	46	259			496
1917-18	160	36	274			470
1918-19	242	17	263			522
1919-20	196	18	303		7	524
1920-21	233		328		15	576
1921-22	257		263		8	528
1922-23	293		269		6	568
1923-24	334		218		4	556
1924-25	361		144		1	506
1925-26	395		171			566
1926-27	405		143			548
1927-28	397		179			576
1928-29	418 (in Oct.)					

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Compiled by J. A. Swisher of the Iowa State Historical Society

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